DOCUMENT RESUME

ED 208 148 CE 030 177

AUTHOR Ethridge, Jim; And Others
TITLE Core I Materials for Rural Agricultural Programs. Units A-C.
INSTITUTION Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE Jun 81
CONTRACT R-33-31-D-0542-388
NOTE 255p.; Not available in paper copy due to colored pages. For related documents see CE 030 178-179.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Agricultural Education; *Agricultural Occupations; Behavioral Objectives; Career Exploration; Citizenship; Communication Skills; Grade 9; Grade 10; Guidelines; Instructional Materials; *Leadership; Learning Activities; Program Development; Public Speaking; Recordkeeping; *Rural Areas; Secondary Education; Student Organizations; *Supervised Farm Practice; *Vocational Education; Work Experience Programs
IDENTIFIERS *Future Farmers of America

ABSTRACT

These units of instructional materials and teaching aids are the first three of a series of eight designed for use in rural agriculture programs for students in grades 9 and 10. Covered in the unit on agricultural occupations are school, the agricultural program, and the Future Farmers of America (FFA); agriculture and society; and careers in agriculture. Understanding and participating in the FFA, duties and responsibilities of FFA members, developing parliamentary procedure skills, and developing public speaking skills are examined in the unit on leadership and citizenship. Discussed next are supervised occupational experience programs (SOEP), planning an individual SOEP, and starting and keeping SOEP records. Each of these units or problem area packets includes some or all of the following components: suggestions to the teacher, a content outline, a teacher's guide, information sheets, student worksheets or assignment sheets and keys, demonstrations, job sheets, transparencies, a discussion guide for transparencies, and sample test questions and a teacher's key. (The remaining units are available separately--see note.) (MN)

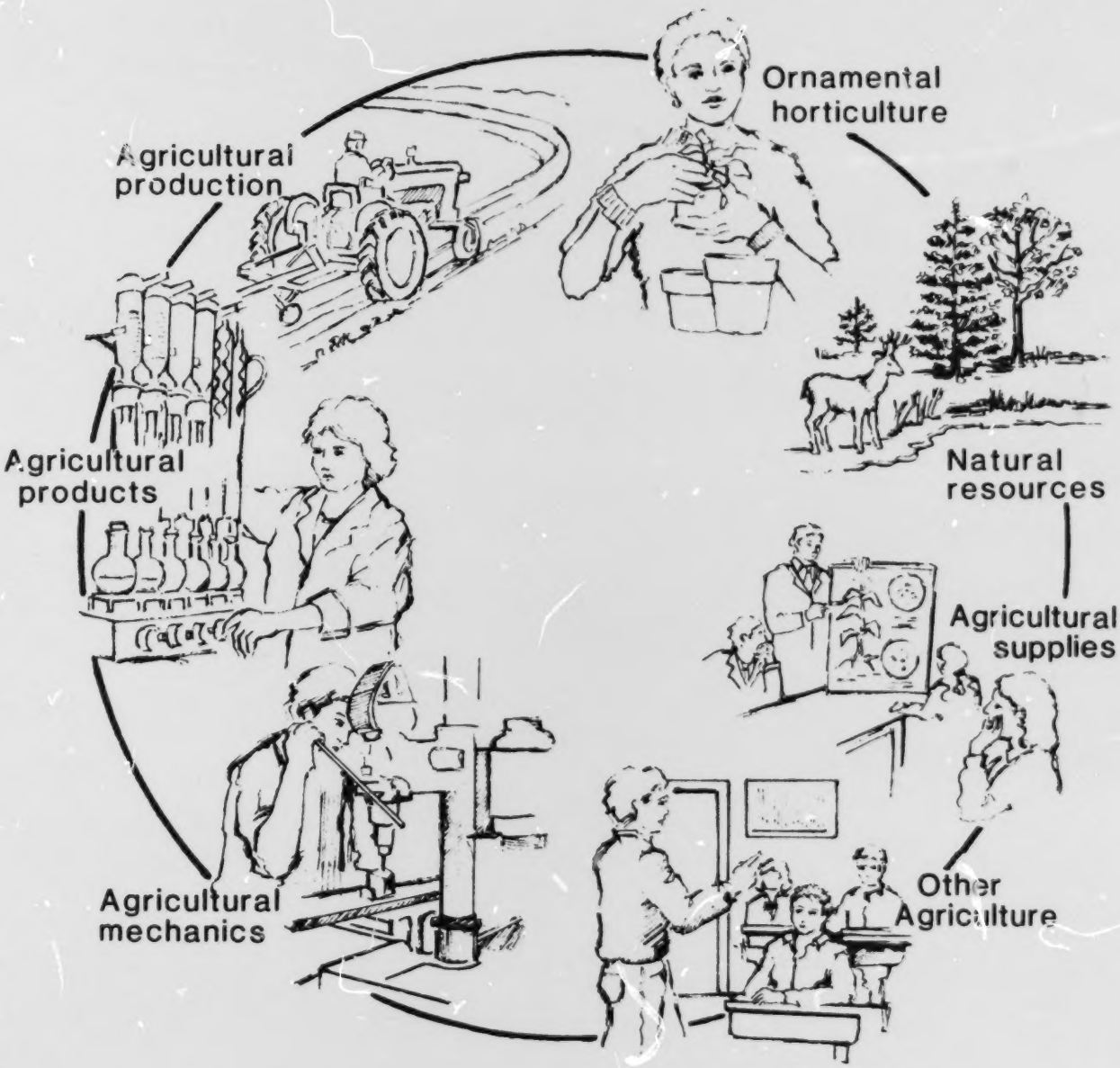
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED208148

Core I Materials for Rural Agriculture Programs

Illinois State Board of Education

Adult Vocational and Technical Education



CE 030 177

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Reisinger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Core I Materials for Rural Agriculture Programs

Project Staff

Co-directors
Paul Hemp
Roger L. Courson

Developers
Jim Ethridge
Jerry Pepple
Earl Russell

Department of
Vocational and
Technical Education
and Vocational
Agriculture Service,
University of Illinois
at Urbana-Champaign

Sponsored by
Illinois
State Board of
Education

Donald F. Muirheid
Chairman

Donald G. Gill
State Superintendent
of Education

Department of
Adult,
Vocational and
Technical Education

Research and
Development Section

June, 1981

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material Core I Materials for Rural Agriculture Programs

2. Date material was completed June, 1981

3. Please check one: New material X Revised material ____

4. Originating agency University of Illinois
   Address Urbana, Illinois Zip Code 61801

5. Name(s) of developer(s) Paul Hemp and Roger Courson
   Address 1310 S. Sixth St., Champaign, IL 61820 Zip Code 61820

6. Developed pursuant to Contract Number R-33-31-D-0542-388

7. Subject Matter (Check only one according to USOE Code):

   USOE Code

   - X 01 Agricultural Education
   - ____ 03 Business and Office Education
   - ____ 04 Distributive Education
   - ____ 07 Health Occupations Education
   - ____ 09 Home Economics Education
   - ____ 10 Industrial Art Education
   - ____ 16 Technical Education
   - ____ 17 Trade and Industrial Education
   - ____ 22 Cooperative Education
   - ____ Career Education
   - ____ Other (Specify) ____

8. Education Level:

   - ____ Pre-K Thru 6
   - ____ 7-8
   - X 9-10
   - ____ 11-12
   - ____ Post-Secondary
   - ____ Adult
   - ____ Teacher (Pre-service)
   - ____ Administrator (Pre-Service)
   - ____ Other (Specify) ____

9. Intended for Use By:

   - X Student
   - X Classroom Teacher
   - ____ Local Administrator
   - ____ Teacher Educator
   - ____ Guidance Staff
   - ____ State Personnel
   - ____ Other (Specify) ____

10. Student Type:

    - X Regular
    - X Disadvantaged
    - X Handicapped
    - ____ Limited English Proficiency
    - ____ Other (Specify) ____

11. Medium and Format of Materials:

X HARDCOPY	___ VIDEOTAPE	___ FILM	___ MICROFICHE
No. of pages ____	____ Minutes	____ Minutes	___ B & W
___ Paper bound	___ B & W	___ B & W	___ Color
___ Hard bond	___ Color	___ Color	
X Loose-leaf	____ inches	____ mm	
Photos: Yes X	No ____		
Diagrams: Yes X	No ____		

___ SLIDES	X FILM STRIPS	X AUDIO	___ OTHER
No. of frames _____	No. of frames _____	___ Automatic synch	Specify:
___ B & W	___ B & W	___ _____ Hz	_____
___ Color	X Color	___ Manual cue	_____
___ Audio	___ Audio	___ Reel	_____
___ Carousel provided		X Cassette	
___ Other packaging used (Specify) _____		___ Cartridge	

12. Availability:

_____ One copy free For sale @ $ _____ per copy _____ Not available
_____ In ERIC system (No. _____) _____ Loan copy available

Contact: Name Roger Courson Phone (217) 333-3870
Address 434 Mumford Hall - 1309 W. Gregory, Urbana, IL Zip Code 61801

13. Copyright Restrictions:

Contact: Name _____ Phone ( )_____
Address _____ Zip Code _____

14. Is Training Required for Optimum Use of These Materials? Yes X No_____

15. Are Consultive/Training Services Available? Yes X No_____

Contact: Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Research and Development Section, E-426
100 North First Street
Springfield, IL 62777
(217) 782-4620

16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.)

This curriculum guide includes teaching packets for 26 problem areas selected as suggested areas of study to be included in a core curriculum for ninth-grade or beginning students enrolled in a rural agriculture program.

17. Person Completing this Abstract: Paul E. Hemp

Full Address: 357 Education Bldg.
1310 S. Sixth St.
Champaign, IL 61820

Zip _____

LIST OF UNITS AND PROBLEM AREAS

RURAL AGRICULTURE PROGRAM

CORE I

UNIT A: Orientation to Agricultural Occupations

PROBLEM AREAS:

1. Introduction to school, the agriculture program and FFA
2. Introduction to agriculture and society
3. Identifying careers in agriculture

UNIT B: Leadership and Citizenship

PROBLEM AREAS:

1. Understanding and participating in FFA
2. Duties and responsibilities of FFA members
3. Developing parliamentary procedure skills
4. Developing public speaking skills

UNIT C: Supervised Occupational Experience

PROBLEM AREAS:

1. Orientation to supervised occupational experience
2. Planning my supervised occupational experience program
3. Starting and keeping SOEP records

UNIT D. Livestock Science

PROBLEM AREAS:

1. Understanding the livestock industry
2. Identifying breeds of livestock and poultry
3. Selecting livestock
4. Feeding livestock

UNIT E: Crop Science

PROBLEM AREAS:

1. Identifying crop and weed seeds
2. Judging quality of grain for seed and for market
3. Growing corn
4. Growing soybeans

UNIT F: Soil Science and Conservation of Natural Resources

PROBLEM AREAS:

1. Collecting soil samples
2. Applying soil sample test results

UNIT G: Horticulture

PROBLEM AREAS:

1. Growing vegetables
2. Beautifying the homestead

UNIT H: Agricultural Mechanics

PROBLEM AREAS:

1. Identifying, fitting and using hand tools
2. Using selected power tools
3. Developing safe work habits in agricultural mechanics
4. Developing basic carpentry skills

SUGGESTIONS FOR USING CORE MATERIALS

These instructional materials and teaching aids have been designed to improve instruction and increase student learning. Each problem area packet includes some or all of the following components:

1. Suggestions to the teacher
2. Content outline
3. Teacher's guide
4. Information sheet
5. Student worksheets or assignment sheets and key
6. Demonstrations
7. Job sheets
8. Transparencies
9. Discussion guide for transparencies
10. Sample test questions and teacher's key

This combination of instructional materials should be utilized as a source unit. This means that teachers should selectively choose those components and those parts which they need to achieve their teaching objectives. The project staff does not recommend that teachers "teach" the core program as it is presented. Instead, the teacher should personalize and localize the materials for the particular group taught and, wherever possible, add other materials and teaching techniques to enrich the core program.

Teachers could teach everything included in the core curriculum but this would not be advisable considering the variations which exist in agriculture programs, students' needs and interests, and program objectives. Instead, teachers should select problem areas for a "local core" and supplement them with other problem areas important in the local area. Another suggestion is that the entire packet need not be taught to a given

group during a given year. For example, teachers may want to teach part of the parliamentary procedure packet to freshmen and teach the remaining part to an advanced class.

Specific suggestions for using the different components of a problem area packet are presented in the following section.

1. Suggestions to the teacher. These suggestions are included on the first page of each problem area. Teachers should read these suggestions before problem areas are scheduled for the year. Decisions need to be made regarding which problem areas will be taught, when they will be taught and the approximate number of days to be devoted to each problem area. On the basis of these decisions, teachers can construct a course calendar.

   In some cases, the suggestions also indicate the preplanning that needs to be accomplished before instruction begins. Instructional materials not included in the packet need to be ordered in advance. To assist the teacher in ordering Vocational Agriculture Service materials an order blank has been included at the back section of the core materials.

2. Content outline. This outline has been prepared for some of the problem areas to provide the teacher with an overview of the subject matter included in the problem area. It will provide the teacher with a general idea of the scope and content of the problem area.

3. Teacher's guide. The teacher's guide is not a lesson plan. It is a source of teaching ideas which may be implemented by the agriculture teacher to conduct an effective instructional program. Each guide includes more material than most teachers would use.

Teachers should select from the several interest approaches and teaching activities those suggestions which seem most appropriate for the local situation. The teacher's guide emphasizes a problem solving method and a student-centered, activity approach. Lecture-presentation, rote memorization of facts and subject matter mastery should be kept to a minimum. The teacher's guides include suggestions for carrying learning to the "doing" level. Application of classroom learning to S.O.E.P.'s and FFA activities is an important part of the teaching process.

4. Information sheet. These sheets have been prepared for those problem areas where subject matter may be difficult to locate. If reference materials are not available, the teacher may want to duplicate copies of the information sheets for class use.

5. Student worksheets or assignment sheets and keys. These exercises are designed as classroom activities for student use. They may provide a change of pace for students when they have grown tired of other activities which may be overused. Most exercises include a teacher's key with suggested answers.

6. Demonstrations. The teaching of certain problem areas often calls for demonstrations of manipulative skills or projects. The demonstration outline may be used by the teacher or students to conduct demonstrations of manipulative skills. Teachers may want to change some of the student activities included in the Teacher's Guide into student demonstrations.

7. Job sheets. In some problem areas, such as the agricultural mechanics areas, job sheets have been provided which include a step-by-step procedure for performing agricultural jobs. These

sheets may be used to guide students engaged in individualized learning and to take a load off the busy teacher who has a large class involved in a variety of learning activities.

8. Transparencies. Some of the problem areas include transparency masters which can be used to prepare overlays and others include small reproductions of transparencies developed for the Core Project which are available from Vocational Agriculture Service, Univerity of Illinois.

9. Discussion guide for transparencies. Most of the transparencies included in the core materials do not include on the overlay any narration or explanation. The discussion guide provides teachers with some suggested points to bring out in the discussion of a transparency including explanations, descriptions and discussion questions related to the transparency.

10. Sample test questions and key. The sample test questions are not intended to be used as a test. The teacher can select questions from those included in the problem area if they are appropriate and add others as needed. Some teachers may choose not to administer a test at the close of each problem area and to prepare a comprehensive test at the end of a unit.

The core materials, if used properly, can improve the teaching process and save valuable teacher time. At the same time, misuse or overuse of these materials may lead to a lock-step approach to teaching and learning with the teacher adding little in the way of resourceful innovations and creative techniques.

Remember, for best results from the Core Curriculum materials, teachers should--

1. Use it but don't handle it like a teaching plan.
2. Localize it for your community.
3. Personalize it for your students.
4. Supplement it to achieve local objectives.

CORE CURRICULUM ADVISORY COMMITTEE

RURAL AGRICULTURE PROGRAM

RURAL AGRICULTURE PROGRAM ADVISORY COMMITTEE

1. High School Agricultural Occupations Teachers

   District One - Russell Leman
   Roanoke-Benson High School

   District Two - Richard Dunn
   Seneca High School

   District Three - Charles Ferguson
   Pittsfield High School

   District Four - Allen Hornbrook
   Paris High School

   District Five - Larry Keyser
   Clay City High School

   Statewide - Robin Shirley
   Tri-Valley High chool

2. Area Vocational Center Representative

   Donald Kaufmann
   Grundy County Area Vocational Center

3. Community College Representative

   William Martinie
   Illinois Central College

4. Agricultural Business/Industry Representatives

   a. Agricultural Service and Supply
   Louis Wagner, Sommer Bros. Seed Co.

   b. Agricultural Mechanics
   Roger Neitfeld
   Pfister Implement Co.

   c. Horticulture
   Frank Louis Selmi

5. Governmental Agency Representative

   Ray Lett, Assistant Director
   Illinois Department of Agriculture

CORE CURRICULUM FIELD TEST TEACHERS

RURAL AGRICULTURE PROGRAM

District 1

William Baumann
Amboy High School

Tom Knox
Alexis High School

Lawrence Shimmin
Sherrard High School

District 2

David Wilson
Newark High School

Jeff Davey
Shabbona High School

Allen Dietz
Sycamore High School

District 3

Ron Reische (fall semester)
Brown County High School
Mt. Sterling
Barbara Clayton (spring semester)
Brown County High School
Mt. Sterling

Tom Hand
West Pike High School
Kinderhook

Bernard Goetze
Winchester High School

District 4

Richard Schertz
Moweaqua High School

Al Zwilling
Litchfield High School

Mark Wildman
Stewardson-Strasburg H.S.

District 5

Doug Hileman
Marissa High School

Cedric Gowler
Centralia High School

Larry Keyser
Clay City High School

UNIT A: Orientation to Agricultural Occupations

PROBLEM AREAS:

1. Introduction to school, the agriculture program and FFA
2. Introduction to agriculture and society
3. Identifying occupations in agriculture

UNIT A: ORIENTATION TO AGRICULTURAL OCCUPATIONS

PROBLEM AREA: INTRODUCTION TO SCHOOL, THE AGRICULTURE PROGRAM, AND FFA

SUGGESTIONS TO THE TEACHER:

This problem area is designed for use with ninth grade or beginning students enrolled in an agricultural occupations program. The recommended time for teaching this problem area is at the beginning of the school year. The estimated time for teaching this problem area is 1 to 3 days depending on how much time the teacher wishes to spend on discussion and conducting the suggested exercises. The materials in this problem area were selected and written with the following assumptions:

1. This is the student's first experience in a vocational agriculture program.

2. That all students will join the FFA and develop an S.O.E.P.

The instructor is encouraged to conduct a local search to locate other supplementary materials. The items in this problem area are for reference or modification as the teacher adapts these materials to his/her local situation.

CREDIT SOURCES:

These materials were developed through a funding agreement, R-33-21-D-0542-388 with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in these materials do not reflect, nor should they be construed as policy or opinion of the State Board of Education or its staff.

The teacher's guide and transparency discussion guide were developed by Jerry Pepple, Department of Vocational and Technical Education, University of Illinois. The transparency masters were prepared by Vocational Agriculture Service, University of Illinois. The sample worksheets were developed from examples provided by Cedric Gowler, Vocational Agriculture Teacher, Centralia High School and by Jerry Pepple. The Greenhand Degree checklist was adapted from the Student Handbook – FFA. Suggestions and guidance in the development of these materials were provided by the Rural Core Curriculum Pilot Test Teachers.

TEACHER'S GUIDE

I. Unit: Orientation to agricultural occupations.

II. Problem area: Introduction to school, agriculture program, and FFA.

III. Objectives: At the close of this problem area students will:

1. Understand the school policies for attendance, tardiness, hall passes, and school assemblies.
2. Understand the school disciplinary policies and procedures.
3. Be able to explain the procedures for acquiring first aid and health care.
4. Understand the daily classroom procedures and learning activities.
5. Understand class grading system.
6. Understand the need for and use of individual program notebooks.
7. Understand the intracurricular role of youth organizations.
8. Be able to list six types of learning activities used in this course.
9. Be able to list the major facilities to be used during the course.
10. Be able to list the major objectives of the course.

IV. Suggested interest approaches:

1. Distribute personal inventory sheet (Worksheet 1) to the students and lead the class in completing the forms.
2. Have a personal data sheet transparency completed with the instructors data to introduce yourself to the students and show the students how to fill out the form.
3. Have students introduce themselves to the class by reporting from their data sheet.
4. Circulate a copy of the school yearbook and the FFA scrapbook and point up examples of successful agriculture occupations students.
5. Show slides of selected agriculture occupations students illustrating school extracurricular activities and how FFA fits into the total school program.

V. Anticipated problems and concerns of students:

1. What are the school rules and regulations?
2. What are the rules and regulations in the agriculture department?
3. How will my grade be determined?
4. Why do we have to keep a notebook?
5. Do we have to do homework?

6. What will we do in the shop?

7. Will we be taking field trips?

8. What opportunities do I have to become involved in school activities?

9. What will we study this year?

10. Do I have to have a project?

11. What is required to become a successful student in the agriculture program in our school?

V!. Suggested learning activities and experiences:

1. Distribute copies of the school's student handbook and lead a discussion on its use and purpose.

2. Distribute attendance slips, hall passes, parking and driving permits and discuss how each of these are used according to school policy.

3. Take the class on a tour of the facilities to locate exits, identify tools, fire extinguishers, and assign lockers and notebook shelves.

4. Handout and discuss Worksheet 2 – Agricultural Occuptions Registration Card. Have students complete and turn in before leaving.

5. Distribute examples of notebooks completed by seniors and discuss their purpose and uses.

6. Prepare, on the chalkboard a list of learning activities, objectives, and units for the course or use Transparencies 1, 2, and 3.

7. Arrange for an FFA member to lead a discussion on what is required to be a successful agriculture student and FFA member. Distribute Worksheet 3 "Greenhand Degree Checklist" and discuss membership procedures; use Transparencies 4, 5, 6 on "FFA Greenhand Degree."

VII. Suggestions for using this problem area:

1. The main purposes of the problem area are to introduce the student to the school and agriculture program policies and procedures.

2. The personal data sheets will be filled out for every student and filed in the department office for reference.

3. This problem area should provide students with a general orientation to the high school and agriculture facilities and to the agriculture course content.

VIII. Evaluation:

1. Collect personal data sheets and check for completeness.

2. Assess the oral reports from their introductions and their reactions to the learning activities.

IX. References and aids:

(The enclosed samples are for use of reference. The instructor should use these or other forms or materials developed and used by your local school.)

1. Information sheet, "Suggested Aims and Objectives of Vocational Agriculture Programs."
2. Worksheets 1, 2, and 3.
3. Transparencies and Discussion guides.
4. Greenhand Degree Checklist.

INFORMATION SHEET

SUGGESTED AIMS AND OBJECTIVES OF VOCATIONAL AGRICULTURE PROGRAMS

1. Vocational Agriculture is an integral part of the total school program and as such it shall promote all of the aims and objectives of the school.

2. Provide vocational education in agricultural occupations when a student is ready for it and continue it at intervals throughout his career.

3. Make available effective education in farming and other agricultural occupations for those beyond school age.

4. Assist students in deciding whether to engage in agricultural occupations and assist those who choose careers in planning and preparing for work in these occupations.

5. Give appropriate education in agriculture to adults who are not engaged in agricultural occupations but who have direct relationships with agriculture and farm people.

6. Familiarize the students with rural organizations and institutions.

7. Make students aware of their responsibilities as citizens in influencing public policies which affect agriculture and prepare them to carry out the responsibilities.

8. Cultivate appreciation of rural life and culture and the values of rural people.

9. Help the students to understand and appreciate the contribution of agriculture to the welfare of all and to realize the many inter-relationships between urban and rural people.

10. Treat the history of agriculture and rural life as an integral part of our total history and make students aware of the great advances which have been made in agriculture.

11. Show the possibilities of agricultural uses of leisure time in landscaping for home grounds, raising food for home use, and enjoying the countryside and rural life.

12. Develop understanding of the steps involved in food production, processing and distribution and the fraction of the total cost of food acquired at each step.

STUDENT WORKSHEET 1
ON
AGRICULTURAL OCCUPATIONS

STUDENT PERSONAL INVENTORY

1. Name _____ 2. Telephone _____
3. Parent or Guardian's Occupation _____
4. Brothers and Sisters (name and age) _____, _____,
   _____, _____, _____
5. What are your hobbies or special interests? _____
   _____
6. What agricultural machines have you operated? _____
   _____
7. What power hand tools have you used? _____
   _____
8. Describe any work experience which you have had: _____
   _____
   _____
   _____
9. If you had a choice, what occupation would you choose for a career? _____
   _____
   Why? _____
   _____
10. What occupation would you least like to follow for a career? _____
    Why? _____
    _____
11. What are your vocational plans now? And after high school? _____
    _____
    _____
    _____
    _____

STUDENT WORKSHEET 2
ON
AGRICULTURAL OCCUPATIONS REGISTRATION CARD

1. Name _____ 3. Date _____

2. Address _____ 4. Telephone _____

_____ 5. Age _____

_____

6. What are your plans for your supervised Occupational Experience Program? _____

_____

_____

_____

_____

7. What is your class schedule?

Period	Subject	Room No.
1		
2		
3		
4		
5		
6		
7		
8		

STUDENT WORKSHEET 3
ON
GREENHAND DEGREE CHECKLIST

_____ 1a. I am enrolled in vocational agriculture.

_____ 1b. I have a satisfactory Supervised Agricultural Occupational Experience Program planned for the current year.

My program is:

Kind	Scope (Number, size, quantity)

_____ 2a. I have learned and can explain the meaning of the creed.

_____ 2b. I can recite from memory the FFA motto and the salute.

_____ 3. I know the FFA colors and can describe the FFA emblem and symbols.

_____ 4. I can explain the proper use of the FFA jacket.

_____ 5. I can identify the historical highlights of the FFA organization.

_____ 6. I know the duties and responsibilities of FFA members and have an understanding of the aims and purposes, proper use of the FFA jacket and code of ethics of the FFA.

_____ 7. I personally own or have access to an Official FFA Manual.

_____ 8. I have submitted an application for the Degree for chapter records.

Learning Activities in Vocational Agriculture

FFA Activities

Field Trips

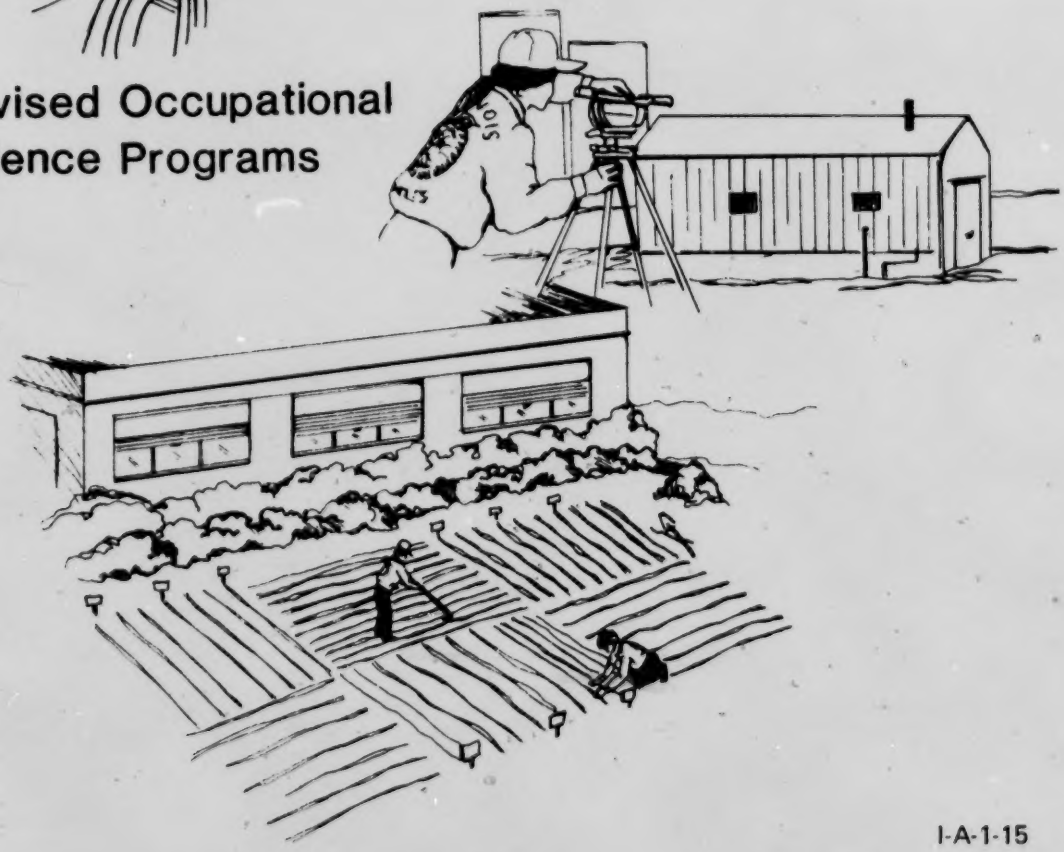
Resource People

Classroom
Instruction

Shop Instruction

School Laboratory/
Greenhouse

Supervised Occupational
Experience Programs



I-A-1-15

FFA Greenhand Degree

1. Awarded by local chapter
   as the first level of membership

2. Qualifications for the Greenhand Degree

Be enrolled in
Vocational Agriculture

Be familiar with the aims, purposes, and history of the FFA

Be able to explain the FFA Creed

Receive a majority vote from the local chapter members

3. Start planning now for an active year.

DISCUSSION GUIDE FOR TRANSPARENCIES

I. Transparencies No. 1, 2, 3: **Learning Activities in Vocational Agriculture**

A. Use transparencies 1, 2, and 3 to explain to the students the different methods used to learn about agriculture.

B. Discuss how instruction in agriculture involves more than reading from a textbook.

C. Inform the students that the best way to learn is by "doing."

D. Using various methods of instruction makes vocational agriculture more meaningful and enjoyable for the students.

II. Transparencies No. 4, 5, 6: **FFA Greenhand Degree**

A. Explain to the class why FFA is an integral part of the vocational agriculture program.

B. Discuss how the FFA Chapter provides many of the "extras" which place in your local program. Ask the class to identify some of the FFA activities in which they can participate.

C. Explain to the students the procedure to follow to become an FFA member and receive the Bronze Greenhand Degree Pin.

UNIT A: ORIENTATION TO AGRICULTURAL OCCUPATIONS

PROBLEM AREA: INTRODUCTION TO AGRICULTURE AND SOCIETY

SUGGESTIONS TO THE TEACHER:

This problem area is designed for use with ninth grade or beginning students enrolled in an agricultural occupations program. The recommended time for teaching this problem area is at the beginning of the school year. The estimated time for teaching this problem area is 2 to 5 days depending on how much time the teacher wishes to spend on discussion and conducting the suggested exercises. The materials in this problem area were selected and written with the following assumptions:

1. Agriculture is a major industry in the United States, Illinois, and the local community.

2. All students need to be aware of the scope of agriculture and the ways it influences their daily lives.

The instructor is encouraged to conduct a local search to locate other supplementary materials. The items in this problem area are for reference or modification as the teacher adapts these materials to his/her local situation.

CREDIT SOURCES:

These materials were developed through a funding agreement, R-33-21-D-0542-388 with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in these materials do not reflect, nor should they be construed as policy or opinion of the State Board of Education or its staff.

The teacher's guide, worksheets, transparency discussion guide, and test questions were developed by Jerry Pepple, Department of Vocational and Technical Education, University of Illinois. The transparency masters and slidefilm (Agriculture's Contribution to Progress) were prepared by Vocational Agriculture Service, University of Illinois. The farm fact sheets were developed from material supplied by Illinois Cooperative Reporting Service, Springfield, Illinois. The information sheet, "Agriculture in Illinois," was developed by Carolyn Sands, John H. Herbst, and Burton E. Swanson, University of Illinois. Suggestions and guidance in the development of these materials were provided by the Rural Core Curriculum Pilot Test Teachers.

TEACHER'S GUIDE

I. Unit: Orientation to agricultural occupations.

II. Problem area: Introduction to agriculture and society.

III. Objectives: At the close of this problem area the student will:

1. Understand the economic importance of agriculture to Illinois and in the United States.
2. Understand the characteristics and trends of modern agriculture.
3. Know the major agriculture products produced in the county and in Illinois.
4. Know the importance and function of various government agencies and agricultural organizations affecting agriculture.

IV. Suggested interest approaches:

1. Solicit volunteers from students to form a committee to make a bulletin board of the various local, state, and national agencies which provide a service to agriculture and a list of the major agricultural commodities produced in the county, state, and nation. Have the class committee report entries on the bulletin board to the class each day.
2. Plan a field trip to the Chicago Board of Trade or to the State Capital in Springfield to visit the State Agriculture Department.
3. Show VAS slidefilm 397, "Agriculture's Contribution to Progress" and discuss the important agriculture accomplishments presented in the slidefilm.
4. Have each student list what they think are the major agricultural commodities produced in the county. In Illinois. Use student worksheet 1, "Agricultural Commodities Produced and Their Value," to compile a class consensus and compare later with answers to anticipated problems 6 and 7.
5. Have each student estimate the dollar value of the agricultural commodities produced in the county. In Illinois. Use worksheet 1, "Agricultural Commodities Produced and Their Value," to calculate the class average on chalkboard.
6. Stimulate interest by raising the following questions:
   a. Where and by whom are the agricultural commodities, which are produced in this county, used or consumed?
   b. How many of your parents are involved in an agriculture industry?
   c. How many of you or your parents belong to an agriculture organization(s)?
   d. Do any of your parents hold an office in an agriculture organization?

V. Anticipated problems and concerns of students:

1. What is agriculture?
2. What is agribusiness?

3. How does agriculture affect our local community, the state of Illinois, our nation?

4. What are some local, state, and national agricultural organizations that I should be familiar with?

5. Where are Illinois agricultural products marketed and used or consumed?

6. What are the leading agricultural commodities produced in Illinois?

7. What agricultural commodities are produced in this county?

8. What is the value of the agricultural products grown in Illinois, in the United States? In this county?

9. What are some major agricultural problems in this county? In Illinois and in the United States?

10. Why should we be concerned about international agriculture?

VI. Suggested learning activities and experiences:

1. Involve students in identifying problems and concerns by asking the question, "What do I need to know about agriculture in order to understand how it affects me in my local area, the state of Illinois, the United States and the world?" Use VAS Units 4059 and 6020 for additional information on world agriculture.

2. Distribute the following Information Sheets:

   a. The $100 Billion Assembly Line.

   b. A Summary of Agriculture in Illinois.

   c. Agriculture Census Reports.

3. Utilize the above materials to involve students in supervised study to discover solutions to the problems and concerns identified by the students and teacher, then conduct a discussion on each problem to summarize the findings.

4. Distribute student worksheet 2, "Orientation to Agriculture in Illinois and United States," and have students complete the exercise and turn in for evaluation.

5. Have a guest speaker from a government agency to discuss the importance of agriculture to this county, Illinois, and United States, and discuss the major problems affecting agriculture.

VII. Application procedures:

1. The main purpose of this problem area is to focus attention on the importance of agriculture in our society, and to stimulate student interest in agriculture and in agricultural careers.

2. Students should be encouraged to read and to gather additional information on their own.

3. Students should be encouraged to use problems discussed in this problem area as topics for FFA Public Speaking, as speech topics for 4-H Club, or as a speech or theme topic for English class.

4. Students should be informed about and encouraged to participate in the FFA American Heritage Program, Food for America Program and the B.O.A.C. Program.

VIII. Evaluation:

1. Prepare and administer a pencil and paper test using the Sample Test Questions as possible test items.

2. Collect and grade worksheets 1 and 2.

3. Collect and grade their written and/or oral reports on agricultural agencies.

IX. References and aids:

1. VAS Unit 4059; The World's Chief Food Crops, Vocational Agriculture Service, University of Illinois.

2. VAS Unit 6020; Helping Provide Food for World's Growing Population, Vocational Agriculture Service, University of Illinois.

3. Orientation worksheets 1 and 2.

4. Information Sheets on:

   a. The $100 Billion Assembly Line.

   b. Interesting Facts About Agriculture.

   c. A summary of Agriculture in Illinois.

5. Publications from major farm and agriculture organizations.

6. Agriculture Census Data, Illinois Cooperative Reporting Service, Springfield, Illinois.

7. Transparencies on Agriculture Trends.

   a. Illinois.

   b. United States.

8. VAS slidefilm 397, "Agriculture's Contributuion to Progress," Vocational Agriculture Service, University of Illinois.

INFORMATION SHEET

THE $100 BILLION ASSEMBLY LINE

The agriculture plant consists of:

2.4 million farms which contain 334 million acres in crops and summer fallow and 800 million acres for grazing livestock.

To this, farm workers applied about 5 billion man-hours of labor.

To operate the agriculture plant, farmers spent:

$17.0 billion for feed
12.7 billion for livestock
6.7 billion for fertilizer and lime
9.2 billion for hired labor
10.0 billion for seed and interest on non real-estate loans

From the agriculture plant, farmers sold:

$34.8 billion worth of cattle and calves
8.9 billion worth of hogs
14.7 billion worth of dairy products
3.3 billion worth of eggs
4.2 billion worth of poultry (broilers and farm chickens)
.6 billion worth of sheep, lambs, and wool.
8.6 billion worth of food grains (wheat, etc.)
14.4 billion worth of feed crops (corn, etc.)
6.4 billion worth of fruits and nuts
6.5 billion worth of vegetables

About 400 million tons of products are hauled from U.S. farms each year. Nearly all of it requires further handling by Food Marketing System before being consumed.

The Food Marketing System has more than 700,000 firms. They employ the equivalent of 6.9 million full-time workers. This includes:

32,000 processing firms having 1.4 million workers
40,000 wholesale firms having 0.6 million workers
294,000 retail stores having 1.4 million workers
334,000 eating places having 1.9 million workers

Binding the food production networks into an organic whole are about 200,000 miles of railway, 3.3 million miles of interstate and intercity highways, and 26,000 miles of improved waterways.

The food assembly line supplies the average consumer with about 1,450 pounds of food.

The farm value of these foods was $75.0 billion; value added by the marketing system was $180.0 billion.

Total food expenditures, $255 billion, were 19.0% of disposable consumer income.

INFORMATION SHEET

INTERESTING FACTS ABOUT AGRICULTURE

1. Agriculture is America's largest industry; it employs 9 times as many people as the automobile industry, 12 times as many as the steel industry, and more than the automobile, public utility, steel, and transportation industries combined.

2. Only about 11% of the population are actively engaged in production, all others support the producers.

3. 40% of all jobs in private employment are related to agriculture.

4. The 1 million commercial family and corporation farms in the U.S. require 25,000 new operators a year to manage them scientifically.

5. 150,000 more mouths to feed throughout the world each day duplicates the population of Illinois every 10 weeks.

6. Feeding the expanding world population depends increasingly on science and technology.

7. Agriculture cannot succeed today without people trained in the basic sciences of botany, chemistry, mathematics, microbiology, physiology, physics, and zoology.

8. There are about twice as many jobs related to agriculture every year as there are qualified people to fill them.

AGRICULTURE IN ILLINOIS

Agriculture plays a major role in Illinois both on a state and national level. Over 80 percent of the total land area in Illinois, over 28 million acres, is in farms. The land and buildings alone are worth $46 billion. **In 1978 Illinois ranked first in producing soybeans and second in corn production. The market value of crops produced in 1978 was over $4 billion, while livestock and livestock products brought over $2 billion.** In addition, **Illinois ranked second in production of Jonathan apples** in 1978 and **produced nearly one-fourth of the nation's Swiss cheese, leading the nation for that product.** In 1978 over 9 million hogs and one and a half million cattle and calves were marketed. In addition, 6 million hens and pullets and 400,000 turkeys were raised. **Illinois ranked second in hog production and seventh in fed cattle marketed in 1978.**

Illinois' importance as an agriculture state is dramatically illustrated when its role in the export market is examined. **In 1978, 30 percent of the corn and 56 percent of the soybean and soybean products produced in the United States were exported.** As the nation's leading producer of soybeans and second highest producer of corn, **Illinois ranked first in feed grain and feed grain products and soybean and soybean products exported.** In addition, **the state ranked third in the export of meat and meat products. Illinois has consistently been the largest exporter of agriculture products since 1964,** showing and increase of total agriculture exports from 8.3 percent in 1964 to 10.1 percent in 1978. The value of exports for the same period has grown from $504 million to $2,770 million.

Agricultural exports play an important role in the nation's economy. They are a factor in paying for foreign products and improving the United State's balance of payments. It has been discovered that every dollar of agricultural exports generates another dollar's (96 cents) worth of output in the rest of the economy. Examples of generated output are the increased purchase of consumer goods by farmers due to higher profits, a greater degree of business activity initiated through the marketing, financing, processing and transportation of the exports and the purchase of materials needed to produce the exports.

Agricultural production contributes to another aspect of Illinois economy, manufacturing. A large and active body of industries exist producing farm supplies and equipment which utilize Illinois-grown products or process agriculturally related materials brought into the state, such as wood. The scope of the area makes it worthy of mention. For example, in 1972 there were 18,481 manufacturing firms in Illinois, 11.6 percent of which were agriculturally related. **All Illinois industries employed over 1.3 million workers and produced goods shipped at a value of over $53 billion It should be noted that manufacturing is primarily urban.** In 1972, 12,368 out of 18,481 manufacturing firms were located **in Cook and DuPage counties, two of the most intensely urbanized areas in the state.**

Along with the increased use of mechanization, there have been large increases in the use of fertilizers and chemicals. **Illinois is the primary consumer of fertilizer in the United States.** The resulting increase in the cost of farming has made it difficult for young, would-be farmers to purchase the necessary land and equipment. At the same time those with capital can afford to expand their holdings. **As a result, the number of Illinois farmers is declining following the national and midwestern pattern while the average size of the Illinois farm is increasing faster than the national rate.**

For example, in 1978 there were 109,000 farms in Illinois; the projection for 1980 is 105,000, a loss of 4,000 farms. The recent figures follow an established trend. In 1969, there were 123,565 farms in Illinois, but by 1974 the number had been reduced to 111,049. The decline appears to be occurring at a relatively slow rate. **From 1975 to 1979 the rate of decline was about 6 percent, or 1.6 percent per year. While the number of farmers has been decreasing, the number of rural, nonfarm residents has been increasing during the past decade.**

Using modern technology, **the average American farmer produced enough farm products in 1978 to supply a total of sixty-five people, forty-six and a half in the United States and eighteen and a half abroad.** The number of people supported per year has increased steadily from 1950, when the farmer supplied twenty-two individuals at home and only three abroad. As a leading agricultural exporter, Illinois plays an important role in this trend.

The pressure to produce has pushed farmers to farm more intensively especially as it relates to increased grain production. A number of consequences have resulted. The first consequence is the **high production level** noted above. The second is the **threat of increased soil erosion,** and the third is the **loss of wildlife.** Finally, there has been some loss in the **aesthetic quality of the countryside.**

As more land is put into production and as production intensifies the likelihood of soil erosion increases. **At the present time it is estimated that over nine million acres of Illinois cropland are excessively eroded. This means that each acre is losing three to five tons of topsoil per year and sometimes as much as eleven tons, depending on soil type and slope.**

The loss of wildlife is another consequence of intensive farming which can be illustrated by the dramatic decline in the pheasant population over the last fifteen years. **The pheasant range in Illinois lies roughly in the northern two-thirds of the state.** Hay, small grains and uncultivated farmland provide the reproductive habitat for the bird. From a peak in the early 1960's, the pheasant has declined 92 percent rangewide because of two factors, winter mortality and loss of habitat due to changes in farming activity.

Finally some of the beauty has been taken from the countryside as the land has assumed a homogeneous character created by the removal of fences, hedgerows and all unnecessary structures. These changes have come about in response to the needs of mechanized farming and the change in farm ownership.

ILLINOIS FARM FACTS

Farming in Illinois is big business! The 28.6 million acres of land in farms account for a little over 80% of the total land area. Its investment is large. Land and buildings alone are worth 51 billion dollars. Farm production expenses--feed, seed, fertilizer, livestock, fuel, labor, taxes and interest on farm mortgage debt added to over 5.9 billion dollars in 1978.

Illinois' fertile soil, favorable climate, availability of good transportation, and the industry of its people make it a rich agricultural empire. In 1979, Illinois farmers produced much new wealth in the form of crops, livestock and livestock products. Crop marketings were valued at nearly $4.7 billion and marketings of livestock and livestock products totaled nearly $2.3 billion.

The variation in soil types, climate and topography make it possible for Illinois farmers to grow a wide variety of crops. Processing vegetables are grown in the Northeast, apples and peaches on the ridges where air movement is good, and corn, soybeans, wheat, and hay in all parts of the State. Fresh market vegetables, popcorn, potatoes, horseradish, and pumpkins, are other crops which are grown commercially in Illinois.

Illinois farmers have interior markets close at hand, and most farmers are not far from terminal grain and livestock markets. Its own population and nearby metropolitan areas provide large market for its farm products. Illinois is among the top ranking states in farm product processing. Included are meat packing, soybean processing, dairy manufacturing, corn processing, feed milling, and vegetable processing.

Illinois ranks second among the states in cash receipts from the sale of crops, tenth in all livestock and livestock products, and fourth in all commodities. Cash receipts from marketing of crops and livestock in 1979 were about 6.9 billion dollars.

Illinois is the leading agricultural exporting State, ranking first for all agricultural commodities, soybeans and feed grains and fifth for meat and meat products. Illinois agricultural exports in fiscal year 1979 amounted to 2.9 billion dollars with soybeans and feed grain each accounting for 1.2 billion dollars.

Illinois tops all Corn Belt States in value per acre and taxes paid per acre on farm property.

In 1979, Illinois ranked first in soybean production, second in corn production, third in red clover seed production, twelfth in oats production, and sixteenth in wheat production. Illinois also ranked seventh in white corn production and fourth in popcorn production. It ranked second in the production of Jonathan apples and ninth in the production of Golden Delicious apples.

Illinois farm families and their hired help are industrious, and their work shows it. On a peak day they will plant nearly 800,000 acres of corn, and at picking time, harvest almost 450,000 acres. They will plant 500,000 acres of soybeans and combine nearly 500,000 acres on peak days.

Other big claimants on farmers' time in 1979 were livestock and poultry operations--10.2 million hogs and 1.5 million cattle and calves marketed, a quarter-million milk cows, over 500,000 turkeys raised, and nearly 5.5 million hens and pullets of laying age that produced 1 1/3 billion eggs.

In 1979, Illinois farmers harvested a record large corn crop at 1.36 billion bushels. The largest soybean crop of record was also harvested in 1979, totaling 374 million bushels. The Illinois wheat crop totaled 56 million bushels in 1979, 58% larger than the small 1978 crop.

Record yields per acre for Illinois and the years in which they occurred are: corn, 128 bushels in 1979; soybeans, 38.5 bushels in 1979; and wheat, 46 bushels in 1971.

In 1979, Illinois produced 17% of the Nation's corn, 17% of the Nation's soybeans, 16% of the soft red wheat but only 3% of the Nation's total wheat.

Illinois is the second ranking state in pork production and had a 1979 pig crop totaling 10,794,000 pigs. With 920,000 fed cattle marketed in 1979 Illinois ranked seventh among all states in that category. In 1979 Illinois produced nearly one-fourth of the Nation's Swiss cheese, leading all other states, and ranked seventh in total cheese production.

How many workers are there to get these jobs done? The Illinois farm labor force in 1979 averaged 165,000 workers of which 125,000 were family workers, and 40,000 were hired.

LEADING STATES IN AGRICULTURAL CASH RECEIPTS, 1979

Commodity Group	1	2	3	4	5	6	7	8	9	10
Crops	Calif.	Illinois	Texas	Iowa	Florida	Minn.	Ind.	Kans.	Ohio	Nebr.
Livestock	Iowa	Texas	Calif.	Nebr.	Wis.	Kansas	Minn.	Colo.	Mo.	Illinois
Total	Calif.	Iowa	Texas	Illinois	Kansas	Nebr.	Minn.	Wis.	Mo.	Ind.

LEADING STATES IN CROP PRODUCTION, 1979

Crop	1	2	3	4	5	6	7	8	9	10
Corn, Grain	Iowa	Illinois	Nebr.	Ind.	Minn.	Ohio	Wis.	Mich.	Mo.	S. Dak.
Oats	S. Dak.	Minn.	Iowa	Wis.	N. Dak.	Ohio	Nebr.	Pa.	N.Y.	Texas
Wheat, All	Kansas	N. Dak.	Okla.	Texas	Wash.	Mont.	Minn.	Nebr.	Idaho	Mo.
Rye	S. Dak.	N. Dak.	Ga.	Minn.	Nebr.	Okla.	S. C.	Mich.	Texas	Kansas
Soybeans	Illinois	Iowa	Mo.	Minn.	Ind.	Ohio	Ark.	Miss.	La.	Tenn.
Red Clover Seed	Oreg.	Minn.	Illinois	Mo.	Wash.	Mich.	Ohio	Idaho	Iowa	Ind.
Alfalfa Hay	Wis.	Minn.	Iowa	Calif.	S. Dak.	Nebr.	N. Dak.	Idaho	Kansas	Mich.
Other Hay	Texas	Mo.	N.Y.	Ky.	S. Dak.	Okla.	Wis.	Nebr.	Kansas	Pa.

LEADING STATES IN LIVESTOCK INDUSTRIES

	January 1, 1980 number on farms and ranches				Fed cattle marketed		Total pigs saved		Milk produced	
	Sheep and lambs on feed		All cattle and calves		1979		1979		1979	
Rank	State	1,000 head	State	1,000 head	State	1,000 head	State	1,000 head	State	Million pounds
1	Colo.	360	Texas	13,200	Texas	4,445	Iowa	23,213	Wis.	21,950
2	Calif.	175	Iowa	7,150	Nebr.	3,975	Illinois	10,794	Calif.	12,549
3	Texas	150	Nebr.	6,400	Kansas	3,214	Minn.	8,006	N. Y.	10,679
4	Oreg.	110	Kansas	6,100	Iowa	2,890	Mo.	7,987	Minn.	9,145
5	Nebr.	90	Okla.	5,500	Colo.	2,239	Ind.	6,899	Pa.	8,084
6	Wyo.	90	Mo.	5,350	Calif.	1,362	Neb.	6,719	Mich.	4,830
7	Kansas	80	Calif.	4,550	Illinois	920	N. C.	4,010	Ohio	4,265
8	Iowa	68	Wis.	4,280	Minn.	700	Ohio	3,317	Iowa	3,920
9	S. Dak.	68	S. Dak.	4,010	Okla.	669	S. Dak.	3,288	Texas	3,437
10	N. Mex.	65	Minn.	3,750	Ariz.	668	Kansas	3,241	Wash.	2,811
11	Ariz.	60	Colo.	2,975	S. Dak.	575	Georgia	3,174	Mo.	2,747
12	Ohio	55	Illinois	2,700	Idaho	511	Wis.	3,167	Illinois	2,420

Bureau of Agricultural Statistics
April 8, 1980

James R. Kendall
Agricultural Statistician in Charge

INFORMATION SHEET

ILLINOIS' POSITION IN THE NATION'S AGRICULTURE

Commodity group or commodity	Year	Unit	United States total or average	Illinois total or average	Illinois as percent of U.S. total	Illinois' rank among states
Cash Receipts From Farm Marketings						
Crops	1979	Million dollars	61,682	4,690	7.6	2
Livestock	1979	Million dollars	67,259	2,256	3.4	10
Total	1979	Million dollars	128,941	6,946	5.4	4
Major Crops						
Soybeans						
Acreage	1979	1,000 acres	70,530	9,720	13.8	1
Yield per acre	1979	Bushels	32.2	38.5	—	1
Production	1979	1,000 bushels	2,267,647	374,220	16.5	1
Corn						
Acreage	1979	1,000 acres	70,984	10,610	14.9	2
Yield per acre	1979	Bushels	109.4	128.0	—	1
Production	1979	1,000 bushels	7,763,771	1,358,080	17.5	2
Oats						
Acreage	1979	1,000 acres	9,831	270	2.7	11[2]
Yield per acre	1979	Bushels	54.4	60.0	—	9
Production	1979	1,000 bushels	534,386	16,200	3.0	12
All Wheat						
Acreage	1979	1,000 acres	62,600	1,300	2.1	14
Yield per acre	1979	Bushels	34.2	43.0	—	8[3]
Production	1979	1,000 bushels	2,141,732	55,900	2.6	16
All Hay						
Acreage	1979	1,000 acres	61,162	1,180	1.9	22
Yield per acre	1979	Tons	2.39	3.19	—	6
Production	1979	1,000 tons	145,878	3,766	2.6	17
Red Clover Seed						
Production	1979	1,000 pounds	29,988	2,800	9.3	3
Livestock, Dairy & Poultry						
Cattle on farms	1/1/80	1,000 head	110,961	2,700	2.4	12
Fed cattle marketed	1979	1,000 head	24,600[1]	920	3.7	7
Pigs saved	1979	1,000 head	102,753	10,794	10.5	2
Pigs saved per litter	1979	Head	7.09	6.79	—	—
Sheep on farms	1/1/80	1,000 head	12,513	190	1.5	18
Milk production	1979	Million pounds	123,623	2,420	2.0	12
Milk per cow	1979	Pounds	11,471	10,342	—	—
Whole milk used in manufacture of all dairy products	1978	1,000 pounds	65,919,970	1,424,524	2.2	10
Swiss cheese	1978	1,000 pounds	209,362	47,730	22.8	1
Italian cheese	1978	1,000 pounds	875,310	26,840	3.1	6
Munster	1978	1,000 pounds	59,313	4,669	7.9	2
Total cheese	1978	1,000 pounds	3,519,338	90,213	2.6	8
Creamed cottage cheese	1978	1,000 pounds	872,294	37,517	4.3	7
Ice cream	1978	1,000 pounds	815,099	39,956	4.9	6
Chickens on farms	12/1/79	1,000 head	399,676	6,950	1.7	19
Egg production	1979	Million eggs	59,107	1,347	1.9	19
Agricultural Export Shares						
All commodities	FY79	Million dollars	31,982	2,896	9.1	1
Feed grains and products	FY79	Million dollars	7,026	1,241	17.7	1
Soybeans and products	FY79	Million dollars	7,515	1,237	16.5	1
Lard and tallow	FY79	Million dollars	705	20	2.8	—
Meats and meat products, excluding poultry	FY79	Million dollars	844	47	5.6	5

[1] 23 States. [2] Tied with Michigan for 11th place. [3] Tied with Michigan for 8th place.

STUDENT WORKSHEET NO. 1
ON
AGRICULTURAL COMMODITIES PRODUCED AND THEIR VALUE

A. Agricultural Commodities Produced

	What I regard as major products	Class consensus	Facts from my study
1. In my county			
2. In Illinois			

B. Value of Agricultural Products

	My estimate	Average of class estimate	Facts from my study
1. In my county			
2. In Illinois			

STUDENT WORKSHEET NO. 2
ON
ORIENTATION TO AGRICULTURE
Illinois and United States

1. The leading state in agriculture exports is _____.
2. Illinois was first in the production of _____, _____, & _____ in 1978 and 1979.
3. Illinois ranked second in production of _____, _____, & _____ in 1979 and was _____ in exports of meat and meat products and ranked _____ in fed cattle marketed in 1979.
4. About _____ % of the population are actively engaged in production agriculture, all others support the producers.
5. In Illinois in 1950, there were _____ number of farms and in 1980, there were _____ farms in Illinois.
6. The average size of the Illinois farm in 1950 was _____ acres and in 1980, the average size was _____ acres.
7. The % crop land utilization in 1978 in Illinois was corn _____ %, soybeans _____ %, wheat _____ %, hay _____ %, oats _____ %, and other crops _____ %.
8. The Principal crops _____ and _____ have increased in acres since 1950 while the crops _____ and _____ have decreased in acres.
9. Illinois cash farm income is derived from the four major commodities _____, _____, _____, and _____.
10. The distribution of the major crops in the state show corn and oats in the _____ part of the state with _____ being concentrated in the southern part and _____ more centrally located.
11. List five other crops or vegetables grown commercially in Illinois: _____, _____, _____, _____, and _____.

12. Give the ranking of Illinois in 1979 for the following crops and livestock products:

_____ a. red clover seed
_____ b. oats production
_____ c. wheat production
_____ d. white corn production
_____ e. popcorn production
_____ f. Jonathan apples
g. Golden Delicious apples
_____ h. all livestock and livestock products
_____ i. all cattle
_____ j. milk produced
_____ k. all hay produced
_____ l. total cheese
_____ m. ice cream
_____ n. egg production

13. _____ show the largest per capital consumption of the selected crop products since 1967.

14. When comparing livestock products, _____ shows the greatest increase while _____ shows the largest decrease in per capita consumption.

15. The ten leading U.S. exports in agricultural products are:

a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____
h. _____
i. _____
j. _____

16. The ten leading agricultural export buyers are:

a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____
h. _____
i. _____
j. _____

17. The eight leading imports to the U.S. are:

a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____
h. _____

TEACHER'S KEY FOR

STUDENT WORKSHEET NO. 2
ON
ORIENTATION TO AGRICULTURE
Illinois and United States

1. The leading state in agriculture exports is Illinois.
2. Illinois was first in the production of soybeans, feed grain, & swiss cheese in 1978 and 1979.
3. Illinois ranked second in production of corn, pork, & munster cheese in 1979 and was 5 th in exports of meat and meat products and ranked 7 th in fed cattle marketed in 1979.
4. About 9-11 % of the population are actively engaged in production agriculture, all others support the producers.
5. In Illinois in 1950, there were 203,000 number of farms and in 1980, there were 105,000 farms in Illinois.
6. The average size of the Illinois farm in 1950 was 156 acres and in 1980, the average size was 272 acres.
7. The % crop land utilization in 1978 in Illinois was Corn 49 %, Soybeans 39 %, Wheat 5.5 %, Hay 64 %, Oats 21 %, and Other Crops 1.5 %.
8. The Principal crops corn and soybeans have increased in acres since 1950 while the crops oats and wheat have decreased in acres.
9. Ilinois cash farm income is derived from the four major commodities soybeans, corn, hogs, and cattle.
10. The distribution of the major crops in the state show corn and oats in the central & northern part of the state with wheat being concentrated in the southern part and soybeans more centrally located.
11. List five other crops or vegetables grown commercially in Illinois: popcorn, potatoes, horseradish, pumpkins, and peaches.
(apples, red clover seed, onion sets, ornamental shrubs, cut roses, oats, sweet corn, cabbage, snap beans, asparagus, carrots, rye, barley, chrysanthemums, poinsettias, lilies, geraniums, hydrangeas, tomatoes, and many others)

12. Give the ranking of Illinois in 1979 for the following crops and livestock products:

3	a.	red clover seed	10	h.	all livestock and livestock products
12	b.	oats production	12	i.	all cattle
16	c.	wheat production	12	j.	milk poduced
7	d.	white corn production	17	k.	all hay produced
4	e.	popcorn production	8	l.	total cheese
2	f.	Jonathan apples	6	m.	ice cream
9	g.	Golden Delicious apples	19	n.	egg production

13. Vegetable oils shows the largest per capital consumption of the selected crop products since 1967.

14. When comparing livestock products, beef and veal shows the greatest increase while eggs (pork) shows the largest decrease in per capita consumption.

15. The ten leading U.S. exports in agricultural products are:

a.	Almonds	f.	Tallow
b.	Wheat	g.	Grain sorghums
c.	Cattle hides	h.	Tobacco
d.	Soybeans	i.	Rice
e.	Cotton	j.	Corn

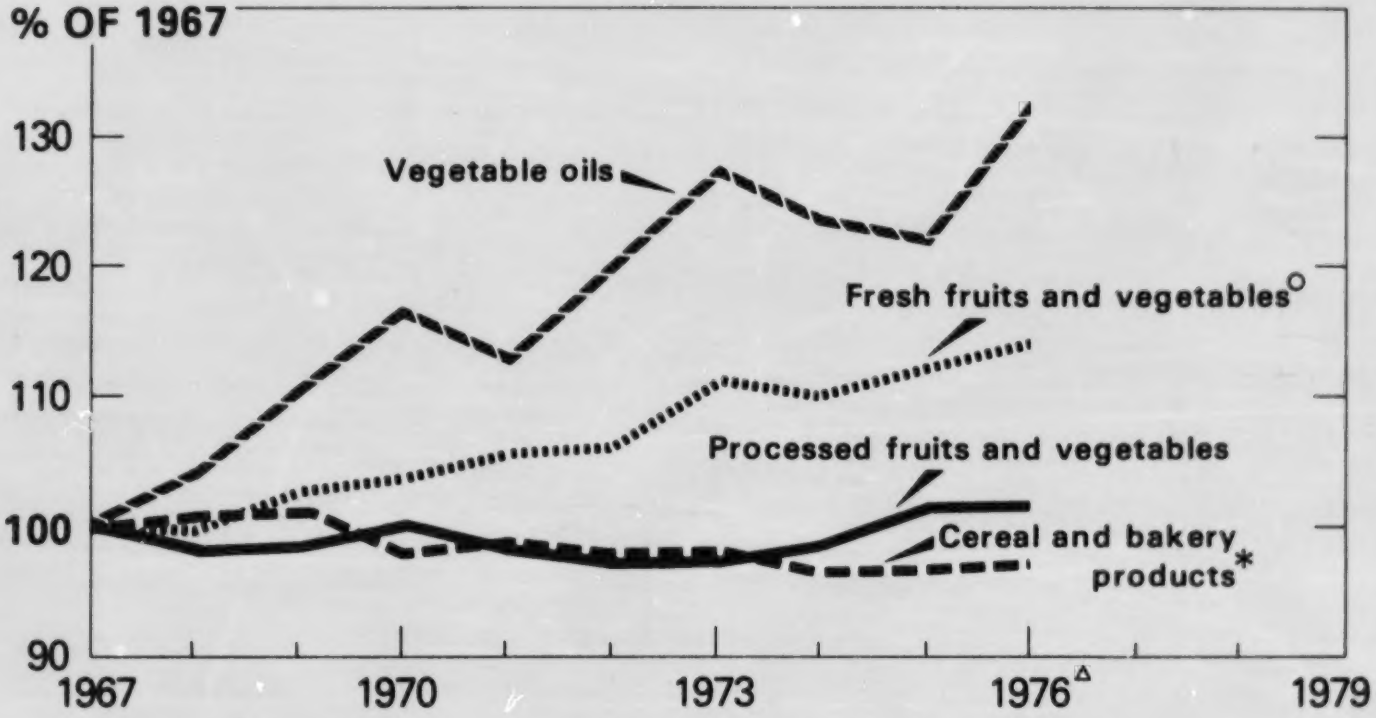
16. The ten leading agricultural export buyers are:

a.	Japan	f.	Italy
b.	U.S.S.R.	g.	India
c.	Netherlands	h.	Rep. of Korea
d.	West Germany	i.	Spain
e.	Canada	j.	United Kingdom

17. The eight leading imports to the U.S. are:

a.	Coffee, green	e.	Oilseeds
b.	Sugar	f.	Rubber
c.	Meats	g.	Cocoa beans
d.	Fruits, nuts, and vegetables	h.	Wines

PER CAPITA CONSUMPTION OF SELECTED CROP PRODUCTS

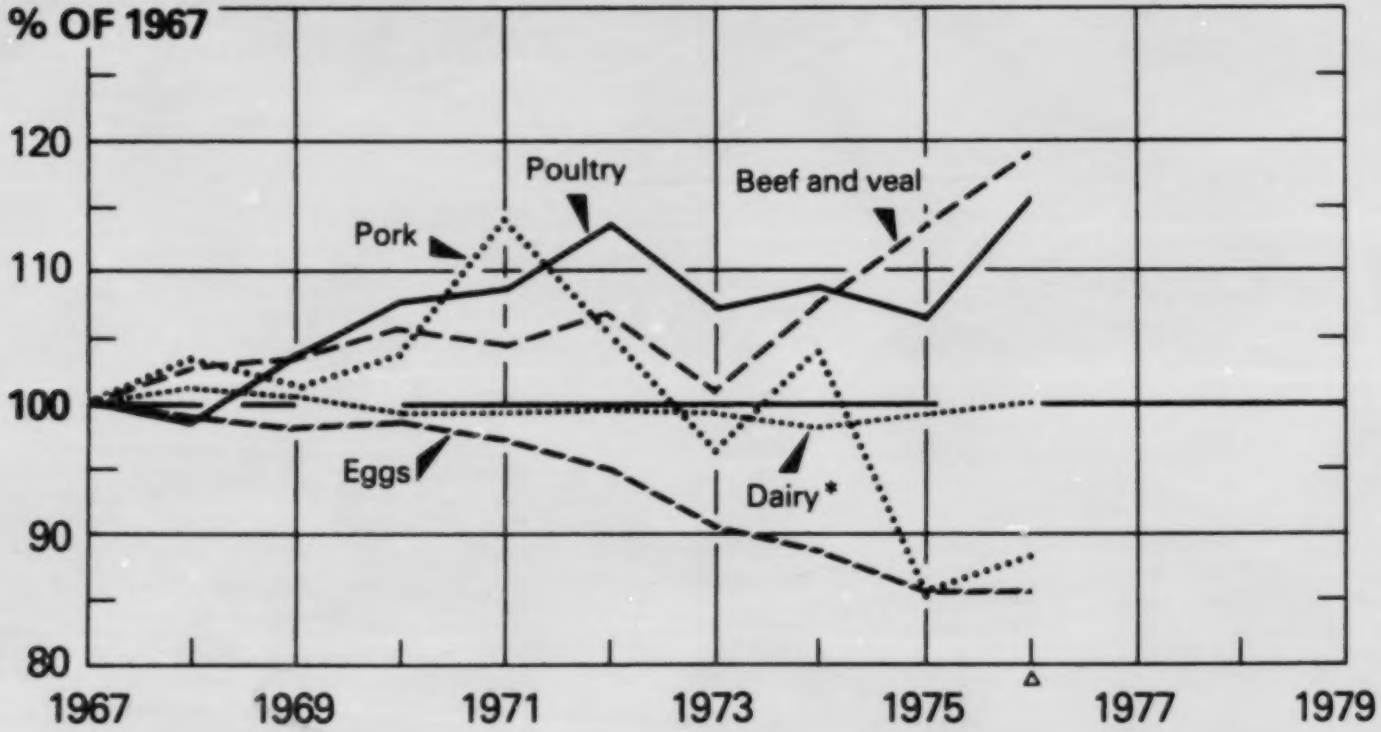


ITEMS COMBINED IN TERMS OF 1957-59 RETAIL PRICES.
**GRAIN COMPONENTS ONLY.*

○EXCLUDES MELONS.
△PRELIMINARY.

I-A-2-21

PER CAPITA CONSUMPTION OF SELECTED LIVESTOCK PRODUCTS



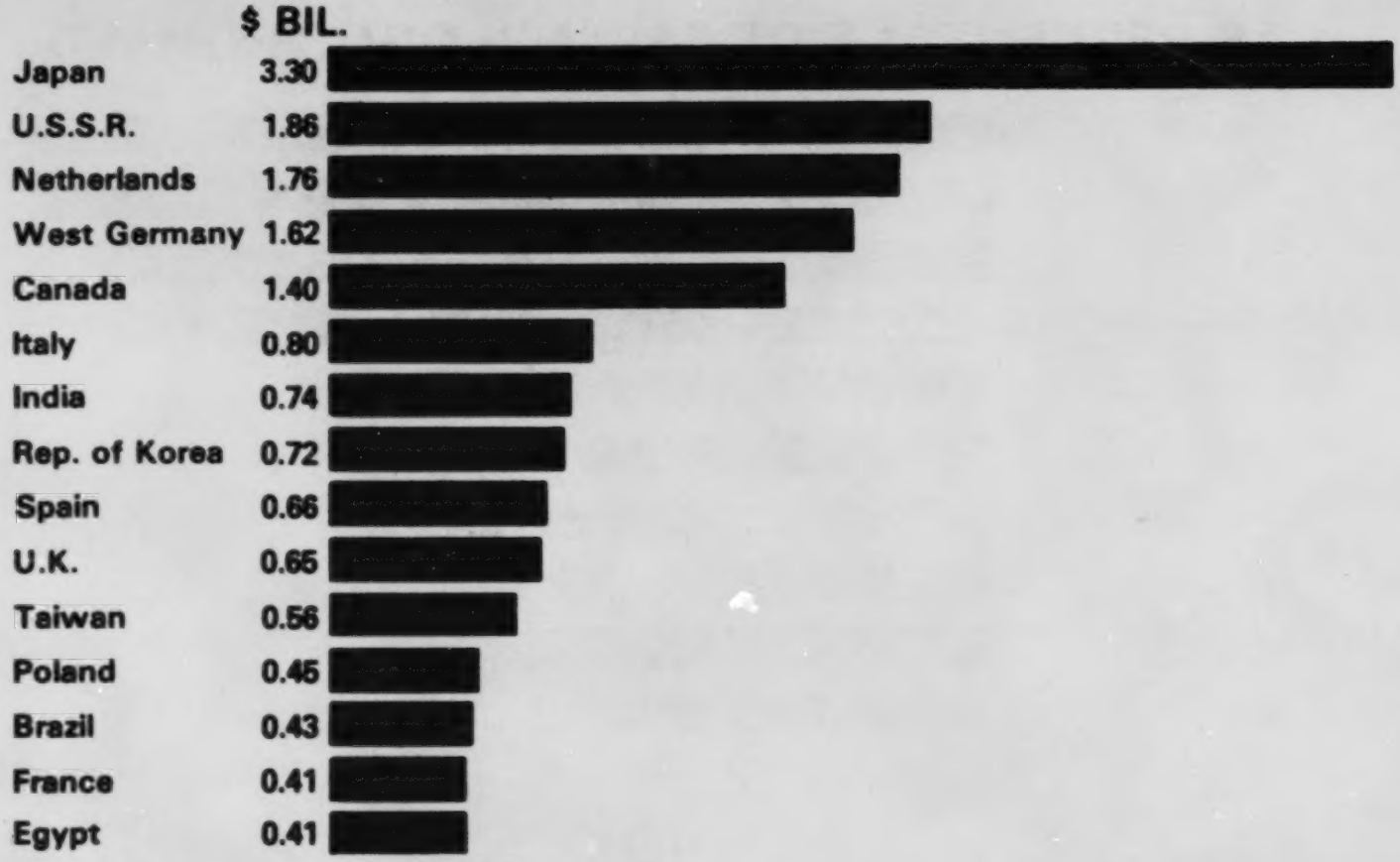
*ITEMS COMBINED IN TERMS OF 1957-59 RETAIL PRICES. *INCLUDES BUTTER. △PRELIMINARY.*

TEN U.S. AGRICULTURAL EXPORTS AS PERCENTAGE OF FARM PRODUCTION, 1976

YEAR ENDING JUNE 30. * *SOY BEANS INCLUDE BEAN EQUIVALENT OF MEAL.*

I-A-2-23

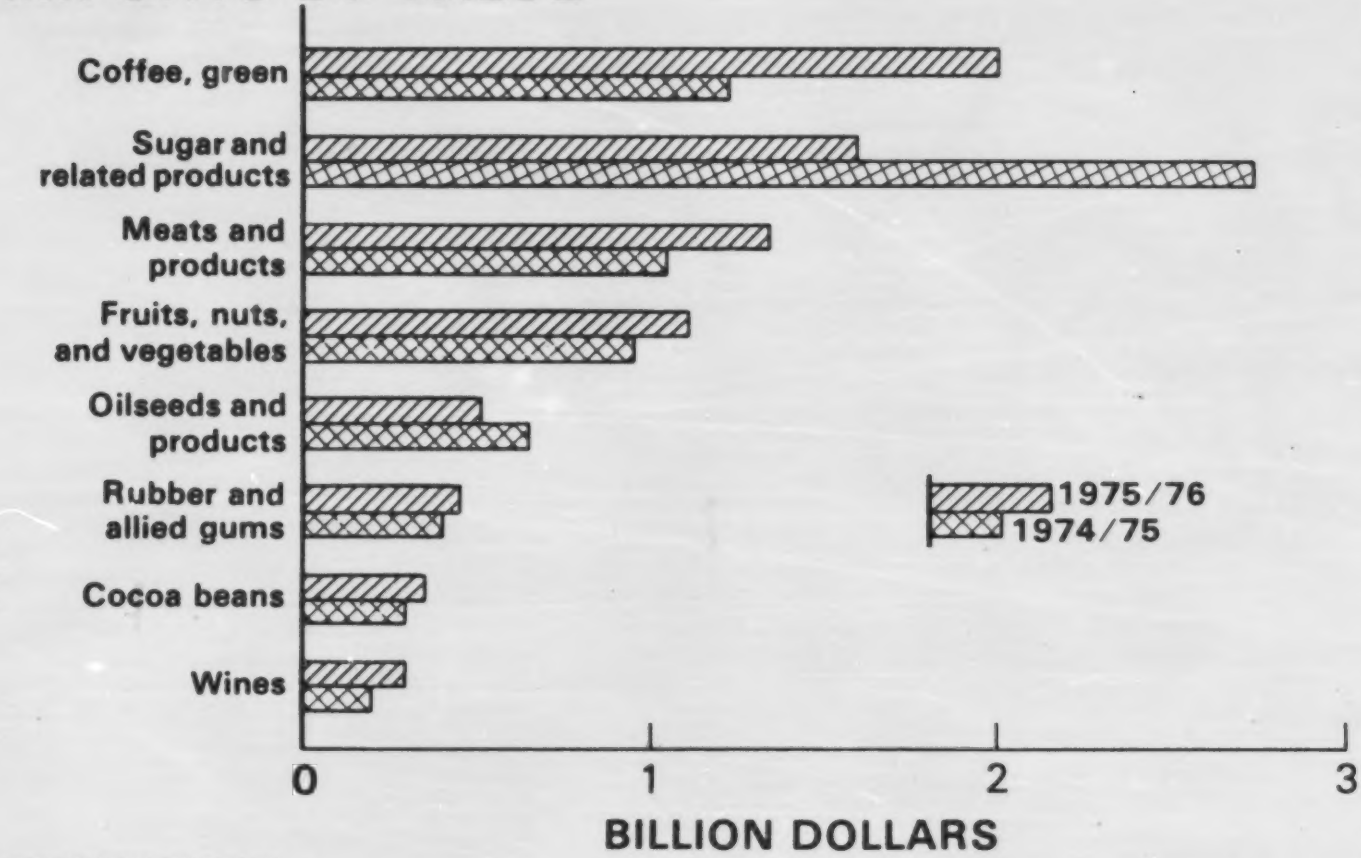
U.S. AGRICULTURAL EXPORTS BY COUNTRY, 1976



YEAR ENDING JUNE 30. DATA NOT ADJUSTED FOR TRANSSHIPMENTS.

LA-2-24

LEADING U.S. AGRICULTURAL IMPORTS BY VALUE



YEAR ENDING JUNE 30.

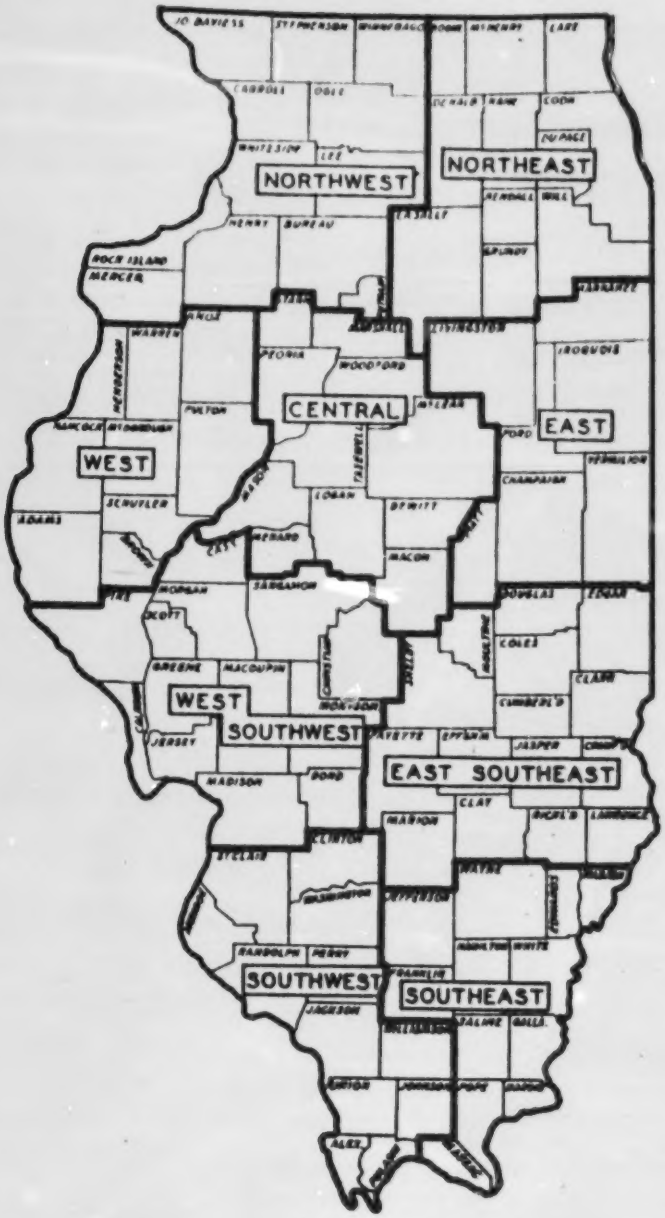
Number of Farms, Farm Population and Land in Farms: Illinois, 1950–1980

Year	Number of farms	Farm population [1]	Land in farms [2]	Average size of farms [2]
	—Thousands—		1,000 acres	Acres
1950	203	763	31,700	156
1951	198	744	31,600	160
1952	192	748	31,600	165
1953	186	709	31,500	169
1954	181	694	31,300	173
1955	178	699	31,300	176
1956	175	693	31,200	178
1957	172	672	31,100	181
1958	168	660	31,000	185
1959	164	652	30,900	188
1960	159	621	30,700	193
1961	155	605	30.600	198
1962	151	596	30,500	202
1963	148	574	30,400	206
1964	144	565	30,300	210
1965	140	550	30,200	216
1966	136	529	30,100	221
1967	133	507	30,000	226
1968	131	495	29,800	227
1969	130	492	29,700	228
1970	129	473	29,500	229
1971	128	Not	29,400	230
1972	128	available	29,400	230
1973	127		29,300	231
1974	126		29,200	232
1975	114		28,900	254
1976	113		28,900	256
1977	111		28,800	259
1978	109		28,700	263
1979	107		28,700	268
1980	105		28,600	272

[1] Official estimates not yet available for 1971-80.

[2] Official estimates available since 1950 only.

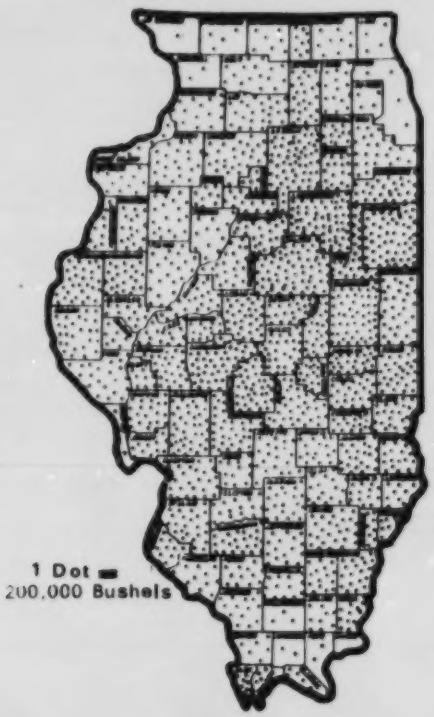
ILLINOIS
COUNTIES AND REPORTING DISTRICTS



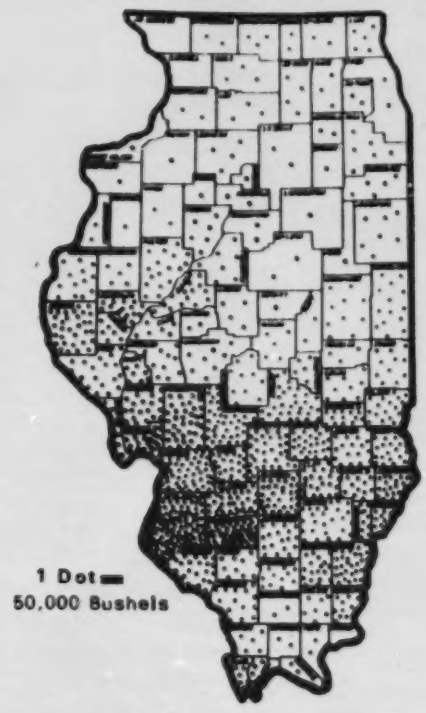
DISTRIBUTION OF MAJOR CROPS

CORN PRODUCTION – 1979

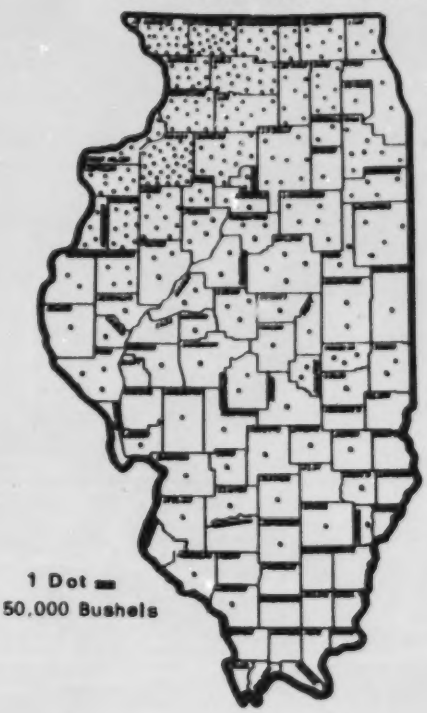
SOYBEAN PRODUCTION – 1979



WHEAT PRODUCTION – 1979



OAT PRODUCTION – 1979



DISCUSSION GUIDE FOR TRANSPARENCIES

I. Transparencies: **Per Capita Consumption of Selected Crop Products** and **Per Capita Consumption of Selected Livestock Products**

A. Explain to the students the changing eating habits of the consumer. Point out the increased consumption of vegetable oils, beef and veal, and poultry; point out the decrease in the consumption of pork and eggs when based on 1967.

B. Ask the students to identify some possible reasons for the changes in consumption.

C. Discuss how these changes affect the production of these agriculture products.

II. Transparencies: **Agricultural Exports by Products**, **Agricultural Exports by Country**, and **Agricultural Exports by Value**

A. Illinois leads the nation in total agriculture exports.

B. Discuss with the class the importance of the producer being aware of which agriculture products are exported and the major buyers of these products.

C. The United States cannot produce all of its food products. Discuss which products are not produced in the United States and must be imported, then point out the products which are produced in the United States (and Illinois) but are also imported from foreign countries. Explain how these imported products effect the prices received by the Illinois producer.

III. Transparency: **Number of Farms, Farm Population and Land in Farms: Illinois**

A. Since 1950, Illinois has lost about 100,000 farms and 3 million acres of farm land.

B. Since 1950, the average size of farms has increased about 120 acres.

C. Ask the class to identify some causes for the reduction in the number of farms and farm land in Illinois.

IV. Transparencies: **Illinois Counties and Reporting Districts**, and **Distribution of Major Crops in Illinois**

A. Discuss with the class the grouping and location of the nine Illinois Crop Reporting Districts.

B. Have the class identify which Crop Reporting District they are in and the counties which are grouped with them.

C. Discuss with class how certain geographical locations of Illinois are better suited for specific crops.

D. Discuss the following crop producing trends:

1. Corn and oats are more concentrated in the central and northern sections of Illinois.
2. Wheat is concentrated in the southern part of Illinois.
3. Soybean production is about equally distributed.

E. Have the class locate their county and try and estimate the reported production of each crop by counting the dots.

TEACHER'S KEY FOR

SAMPLE TEST QUESTIONS
ON
ORIENTATION TO AGRICULTURE
Illinois and United States

1. List three major agricultural commodities produced in this county.

   a. _____

   b. _____

   c. _____

2. Name five agricultural products that Illinois is first or second in production of in the United States in 1978 or 1979.

   a. Corn All ag commodities

   b. Soybeans Feed grain

   c. Swiss cheese

   d. Pork production

   e. Jonathan apples

3. Name five crops exported by the United States.

   a. Almonds (Tallow)

   b. Wheat Grain sorghum

   c. (Cattle hides) Tobacco

   d. Soybeans Rice

   e. Cotton Corn

4. Name four importing countries of United States products.

   a. Japan Rep. of Korea

   b. U.S.S.R. Spain

   c. Netherlands United Kingdom

   d. West Germany
      Canada
      Italy
      India

a 5. The main product imported by the United States is:

a. Coffee
b. Soybeans
c. Wool

b 6. Since 1965, agriculture exports in Illinois have:

a. Remained the same
b. Increased
c. Decreased

c 7. In Illinois, the number of farm workers have:

a. Remained the same
b. Increased
c. Decreased

c 8. The number of farms in Illinois is:

a. Remaining the same
b. Increasing
c. Decreasing

b 9. The percent of U.S. population actively engaged in production agriculture is about:

a. 2%
b. 11%
c. 34%
d. 68%

b 10. The average size of Illinois farms are:

a. Remaining the same
b. Increasing.
c. Decreasing

a 11. The principal crop utilizing largest percent of the Illinois crop land in 1978 was:

a. Corn
b. Wheat
c. Soybeans

b 12. The average American farmer produces enough farm products to supply himself and approximately.

a. 13 other people
b. 65 other people
c. 201 other people

a 13. Wildlife in Illinois, especially pheasants, are:

62

a. Decreasing
b. Increasing
c. Remaining the same.

a 14. Which livestock product had the greatest per capita consumption in 1976?

a. Beef and veal
b. Dairy
c. Eggs
d. Pork
e. Poultry

d 15. The two major Illinois crops in acres harvested in 1975 are:

a. Corn and oats
b. Soybeans and wheat
c. Oats and wheat
d. Corn and soybeans

16. Discuss why an individual studying vocational agriculture should be concerned with the export market.

17. Discuss some of the problems that have resulted because of the pressure to produce more agricultural products in Illinois.

UNIT A: ORIENTATION TO AGRICULTURAL OCCUPATIONS

PROBLEM AREA: IDENTIFYING CAREERS IN AGRICULTURE

SUGGESTIONS TO THE TEACHER:

This problem area is designed for use with ninth grade or beginning students enrolled in an agricultural occupations program. The recommended time for teaching this problem area is during a student's first semester in agriculture. The estimated time for teaching this problem area is 5 to 10 days depending on how much time the teacher wishes to spend on discussion and conducting the suggested exercises. The materials in this problem area were selected and written with the following assumptions:

1. Agriculture is more than production of raw products.
2. Agriculture is a major employing industry in Illinois and the local community.
3. Most of the agriculture related jobs require some formal skill training and basic knowledge and understanding to qualify for entry level employment.

The instructor is encouraged to conduct a local search to locate other supplementary materials. The items in this problem area are for reference or modification as the teacher adapts these materials to his/her local situation.

CREDIT SOURCES:

These materials were developed through a funding agreement, R-33-21-D-0542-388 with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in these materials do not reflect, nor should they be construed as policy or opinion of the State Board of Education or its staff.

The teacher's guide, student worksheets, and sample test questions were developed by Jerry Pepple, Department of Vocational and Technical Education, University of Illinois. The transparency masters and career directory were prepared by Vocational Agriculture Service, University of Illinois. The "List of Resources" was developed from the Directory of Exhibitors at the 1980 National FFA Convention and the annual Illinois Vocational Agriculture Teachers Director. The transparency discussion guide on the taxonomy areas in agriculture was developed by Carolyn Sands, John H. Herbst, and Burton E. Swanson, University of Illinois. Suggestions and guidance in the development of these materials were provided by the Rural Core Curriculum Pilot Test Teachers.

TEACHER'S GUIDE

I. Unit: Orientation to agriculture occupations.

II. Problem area: Identifying Careers in Agriculture.

III. Objectives: At the close of this problem area the student will be able to:

1. List at least five criteria for selecting an occupation.

2. Determine the occupational category and identify specific job titles in each field of activity.

a. Professional	1. Production Agriculture
b. Technical	2. Supply and Service
c. Managerial	3. Mechanics
d. Clerical	4. Product Processing
e. Production	5. Natural Resources
f. Sales	6. Forestry
g. Service	7. Ornamental Horticulture

3. Identify the different types of enterprises and jobs included in rural and/or urban agriculture.

4. List the major competencies needed by a person employed in a given occupation.

5. List the major educational requirements of a person employed in a given occupation.

6. Describe in writing or orally the working conditions involved.

7. List the approximate earning expected in a given occupation.

8. Cite at least one reference which provides information about occupations in agriculture.

9. Understand the opportunities available for agriculture employment in different parts of the nation.

10. Identify instructional units relating to each occupational area.

11. Place selected jobs in the appropriate occupational areas.

12. Become familiar with the rural and/or urban agriculture opportunities in the community by surveying the agriculture businesses by using survey forms, questionnaires, visitations, personal interviews, and other available data.

13. Complete written worksheets on each occupational area and define each occupational area.

14. Complete a written agriculture career interest research paper using the schools Learning Resource Center's occupational information materials.

15. What urban and/or rural agriculture careers are available within a 25 mile radius of our area.

16. What is meant by educational requirements?

17. What is entry level?

18. Which areas of agriculture offer the most career opportunities?

19. What are seasonal occupations?

20. What areas of agriculture are limited in our area?

VI. Suggested learning activities and experiences:

1. Involve students in identifying problems and concerns in selecting careers in agriculture.

2. Introduce the unit by discussing the contributions of the agriculture industry to the community, state, and nation.

3. Hold a class discussion on reasons for choosing a career in agriculture.

4. Invite a representative of a local agriculture industry to speak on agriculture's importance and trends.

5. Conduct a class discussion on advantages and disadvantages of private ownership and employment.

6. Distribute student worksheet 1, "Determining Young Interests." Allow students time to complete the handout then call on one or two students to review with the class their answers. (Do not force this requirement.)

7. Administer the "Vocational Agriculture Interest Inventory."

8. Distribute student worksheet 2 on names of each occupational area and the information sheet "Career Directory."

9. Show transparency on the eight agricultural occupation areas and discuss the scope of each area and definition of each area. Use the transparency discussion guide to discuss each occupational area on the transparency.

10. Show a filmstrip on each occupational area of agriculture with special emphasis on ornamental horticulture due to many subdivisions. Making slides of your own is beneficial especially of past students on on-job-training stations. Complete worksheet 3, "Introduction to Agriculture Occupations," using one sheet per filmstrip.

11. Distribute student worksheet 4, "Agri-career Investigation" along with a worksheet for studying an occupation. (The class can develop their own forms or use one of the two examples in the packet.)

12. Have students write to one or more agricultural companies requesting career information. Use the information sheet on the list of references for career information in Agriculture Occupations.

13. Have students prepare a written or oral report on one or more occupations of interest to them.

14. Permit the students to discuss how their selected jobs fit their personal qualifications and the results of their interest inventory.

VII. Application procedures:

1. The main purpose of this problem area is to introduce the students to the careers available in agriculture.

2. The suggested learning exercises will also start the students planning for a career in an occupation.

3. Encourage students to prepare and give a speech for the FFA Public Speaking Contest on the topic of My Opportunities for a Career in Agriculture.

4. Try to interest the local FFA Chapter in preparing and presenting a radio program on careers in agriculture.

5. Attempt to relate instruction in each others problem area to careers in agriculture, where applicable.

6. Major emphasis is is on "Look what is available," agriculture is more than production farming. How might I, as an urban student, with my types of interests find a satisfying and rewarding career in agriculture?

7. Dispell the myth "My uncle promised me a job so what is the use!"

VIII. Evaluation:

1. Oral and/or written reports.

2. Worksheets on occupations.

3. Test.

IX. References and Aids:

1. Agricultural Career Kit, Vocational Agriculture Service, University of Illinois.

2. Agriculture Interest Inventory Test, Interstate Printers and Publishers, Danville, Illinois.

3. Occupational Outlook Handbook, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

4. National Ag. Occupations Competency Study, Curriculum Publishers Clearinghouse, 47 Horrabin Hall, Western Illinois University, Macomb, Illinois 61455.

5. Worksheets 1–4.

6. Transparencies and Discussion guides.

7. Local assessment of needs for occupational education in agriculture.

INFORMATION SHEET

List of References for Career Information in Agricultural Occupations

ACTION: Peace Corps/VISTA Two Gateway Center, Room 318, 4th and State, Kansas City, Kansas 66101	Peace Corps: International volunteer program to promote world peace and friendship by making available to interested countries Americans willing to serve overseas. VISTA: Domestic volunteer program serving in poverty areas of America.
Agri-Educator Magazine 5520 Touhy Ave., Suite G, Skokie, Illinois 60037	The magazine for professionals teaching vocational agriculture.
American Agricultural Editor's Association DuPont Public Affairs, 1403 Brandywine Bldg., Wilmington, Delaware 19898 National Association of Farm Broadcasters WIBW-TV, Box 119, Topeka, Kansas 66601 Agricultural Communicators in Education 1-98 Agriculture, University of Missouri Columbia, Missouri 65211	This exhibit is concerned with career opportunities in agricultural journalism/communications and is jointly sponsored by the AAEA, NAFB, and ACE.
American Angus Association 3201 Frederick Boulevard St. Joseph, Missouri 64501	The American Angus Association is the world's largest breed registry. This booth features educational literature on judging cattle, grooming cattle, getting a start in the registered cattle business, etc. Literature also points out the advantages of Angus cattle.
American Association of Nurserymen 230 Southern Building, Washington, D.C. 20007	A professional organization representing nurserymen.
American Cyanamid Company Berdan Avenue, Wayne, New Jersey 07470	Chemicals for agriculture.
American Farm Bureau Federation—Young Farmers and Ranchers Activities 225 Touhy Ave., Park Ridge, Illinois 60068	General farm organization of America's farmers and ranchers.
American Fisheries Society, Missouri Chapter 3526 South Rock Beacon Road Jefferson City, Missouri 65101	Professional career organization representing fisheries professionals.
American Hoechst Corporation Animal Healthy Division, Route 202/206 North Somerville, New Jersey 08876	FLAVOMYCIN (Bambermycins)
American Morgan Horse Foundation 27585 West 183 Street, Gardner, Kansas 66030	A breed association for the American Morgan Horse.
American Phytopathological Society 3340 Pilot Knob Road St. Paul, Minnesota 55121	Educational and demonstration materials of the diversity and purpose of the role of plant pathologists in improving agriculture throughout the world.
American Quarter Horse Association Amarillo, Texas 79168	A breed association for American Quarter Horses.
American Soybean Association 777 Craig Road, St. Louis, Missouri 63141	Commodity organization.
American Veterinary Medical Association 930 North Meacham Road Schaumburg, Illinois 60196	National professional association of veterinarians.
Associated Milk Producers, Inc. P.O. Box 32287, San Antonio, Texas 78284	Milk marketing cooperative.
Automated Mist 2213 Quarterstaff Road, Richmond, Virginia 23235	Irrigation.

Belleville Area College 2500 Carlyle Road, Belleville, Illinois 62221	Two-year Associate Degree programs of study in agriculture.
Bio-Zyme Enterprises, Inc. 1231 Alabama, St. Joseph, Missouri 64504	Manufacturers of nutritional supplement for all animals.
Black Hawk College East Campus, P.O. Box 489, Kewanee, Illinois 61443	Two-year Associate Degree programs of study in agriculture.
Briggs & Stratton Corporation P.O. Box 702, Milwaukee, Wisconsin 53201	Small gasoline engines for a myriad of farm uses.
Bureau of the Census Washington, D. C. 20233	Agriculture statistics and graphics produced from the Census of Agriculture, and other data from censuses and surveys.
Butler Mfg. Co., Agri-Products Division 7400 East 13th Street Kansas City, Missouri 64126	Agri-Products Div.: Grain Storage, grain drying, farm buildings. Jamesway Div.: Silo unloader, cattle feeding equipment, manure removal equipment. Oswalt Div.: Feed loaders, feed mixing trucks, manure hauling.
Carl Sandburg College P.O. Box 1407 – S. Lake Storey Road Galesburg, IL 61401	Two-year Associate Degree programs of study in agriculture.
Chevron Chemical Company 575 Market St., San Francisco, California 94105	Agricultural chemicals manufacturing and marketing.
College of Lake County 19351 W. Washington St., Grayslake, Illinois 60030	Two-year Associate Degree programs of study in agriculture.
Danville Area Community College 2000 E. Main St., Danville, Illinois 61832	Two-year Associate Degree programs of study in agriculture.
John Deere John Deere Rd., Moline, Illinois 61265	Equipment, career opportunities, and educational materials.
DEKALB AgResearch, Inc. Sycamore Road, DeKalb, Illinois 60115	Hybrid corn, sorghum, wheat and sunflower, proprietary alfalfa, hybrid swine and poultry, irrigation equipment and livestock and commodities marketing.
DuPage Horticultural School, Inc. P.O. Box 342, West Chicago, Illinois 60185	Vocational training in horticulture.
Dyer Distributing Co. – AgroPlus 3315 Auburn Drive, St. Joseph, Missouri 64506	AgroPlus – Soil modifier and conditioner.
Elgin Community College 1700 Spartan Dr., Elgin, Illinois 60120	Two-year Associate Degree programs of study in agriculture.
Employment and Training Adminstration U.S. Department of Labor, Room 1000 911 Walnut Street, Kansas City, Missouri 64106	Provides services to those seeking employment and to those providing it.
Entomological Society of America 4603 Calvert Rd., College Park, Maryland 20740	A professional society disseminating information about insects and their impact upon agriculture.
Estech General Chemicals Corporation 300 North LaSalle Street, Chicago, Illinois 60602	Chemicals for agriculture.
Farm and Industrial Equipment Institute 410 North Michigan Avenue Chicago, Illinois 60611	National trade association for field machinery and farmstead equipment; co-sponsor of National FFA Safety Contest.
Farmland Industries Inc. 3315 N. Oak Trafficway, Kansas City, Missouri 64116	A diversified agricultural cooperative.
Federal Crop Insurance Corporation, USDA Washington, D. C. 20250	Provides a sound system of all-risk crop insurance for improving the economic stability of the American farmer.

Food and Energy Council, Inc. 909 University Ave., Columbia, Missouri 65201	Educational material concerning food and energy.
Highland Community College Pearl City Road, Freeport, Illinois 61032	Two-year Associate Degree programs of study in agriculture.
Hesston Corporation Hesston, Kansas 67062	Farm equipment.
Illinois Central College East Peoria, Illinois 61635	Two-year Associate Degree programs of study in agriculture.
Illinois Commercial Arborists Association 835 Vera Lane, Wheling, Illinois 60090	Professional association of Illinois arborists.
Illinois Eastern Community Colleges, 529 (IV.) Wabash Valley College, 2200 College Dr. Mt. Carmel, Illinois 62863	Two-year Associate Degree programs in study in agriculture.
Illinois Landscape Contractors Association 318 S. Second St., St. Charles, Illinois 60174	Professional association of Illinois landscape contractors.
Illinois State Florists Association 505 South 23rd St., Matton, Illinois 61938	Professional association of Illinois
Illinois State Nurserymen's Association Suite 1702, Springfield Hilton Springfield, Illinois 62701	Professional association of Illinois nurserymen.
Illinois State University (ISU) Depart. of Agriculture, Normal, Illinois 61761	Education in professional agriculture--four year Bachelor Degree programs.
Illinois Turf Grass Foundation P.O. Box 501, Urbana, Illinois 61801	Turfgrass management and industry.
Illinois Valley Community College RR. 1, Oglesby, Illinois 61348	Two-year Associate Degree programs of study in agriculture.
International Brangus Breeder's Association 9500 Tioga Dr., San Antonio, Texas 78230	A beef breed association.
International Harvester 401 North Michigan Avenue Chicago, Illinois 60611	A futuristic concept of opportunities in agriculture.
International Society of Arboriculture P.O. Box 71 - 5, Lincoln Square Urbana, Illinois 61801	Professional association of international arborists.
John A. Logan College Carterville, Illinois 62918	Two-year Associate Degree programs of study in agriculture.
John Wood Community College 1919 N. 18th St., Quincy, Illinois 62301	Two-year Associate Degree programs of study in agriculture.
Joliet Junior College 1216 Houbolt Ave., Joliet, Illinois 60436	Two-year Associate Degree programs of study in agriculture.
Kankakee Community College Box 888, Kankakee, Illinois 60901	Two-year Associate Degree programs of study in agriculture.
Kaskaskia College Shattuc Road, Centralia, Illinois 62801	Two-year Associate Degree programs of study in agriculture.
Kawasaki Motors Corporation 2009 E. Edinger, Santa Anna, California 92705	Economical all-terrain vehicles and snowmobiles for the farm.
Kishwaukee College Box 29, Malta, Illinois 60150	Two-year Associate Degree programs of study in agriculture.

Lake Land College South Route 45, Mattoon, Illinois 61938	Two-year Associate Degree programs of study in agriculture.
The Lee Company 9001 West 67th Street Shawnee Mission, Kansas 66201	Hundred percent cotton fabrics utilizing safety features in work and leisure garments.
Lewis & Clark Community College 5605 Godfrey Road, Godfrey, Illinois 62035	Two-year Associate Degree programs of study in agriculture.
Lincoln College Lincoln, Illinois 62656	Two-year Associate Degree programs of study in agriculture.
Lincoln Land Community College Shepherd Road, Springfield, Illinois 62708	Two-year Associate Degree programs of study in agriculture.
Massey-Ferguson, Inc. 1901 Bell Ave., Des Moines, Iowa 50315	Farm machinery, industrial equipment, and Diesel engines.
Mc Henry County College Route 14, Lucas Road, Crystal Lake, Illinois 60014	Two-year Associate Degree programs of study in agriculture.
Midwest Breeders Cooperative Shawano, Wisconsin 54166	Artificial insemination of dairy and beef cattle.
Missouri Department of Conservation and The Wildlife Society—Missouri Chapter P.O. Box 372, Columbia, Missouri 65205	Conservation of Missouri's wildlife, fisheries and forestry resources.
Mobay Chemical Corporation Agricultural Chemicals Division P.O. Box 4913, Hawthorn Road Kansas City, Missouri 64120	Careers in agriculture; educational literature on the proper use of chemicals in agriculture.
Moraine Valley Community College 10900 South 88th Ave., Palos Hills, Illinois 60465	Two-year Associate Degree programs of study in agriculture.
National Alcohol Fuels Information Center 1617 Cole Boulevard Golden, Colorado 80401	A real alcohol fuel production plant in action! Free literature and information on the performance, economic, technical and other important aspects of alcohol fuel production.
National Association of Animal Breeders P.O. Box 1033, Columbia, Missouri 65205	Artificial insemination industry.
National Farmers Organization 720 Davis Avenue, Corning, Iowa 50841	Collective bargaining for agriculture.
National Grain and Feed Association 725 15th Street, N. W., Washington, D.C. 20005	National agricultural trade association for the grain and feed industry.
National Guard Bureau P.O. Box 1776, Edgewood, Maryland 21040	Vocational training; part-time employment.
National High School Rodeo Association Box 563, Wright, Wyoming 82732	Leadership training through participation in an American sport.
National Rifle Association 1600 Rhode Island Avenue, N.W. Washington, D. C. 20036	Wildlife management, hunting, firearm safety.
National Society of Livestock Record Associations 210 Utah Ave., West Plains, Missouri 65775	National purebred record association representing most breeds of livestock in America.
National Weather Service 601 East 12th St., Kansas City, Missouri 64106	Prepares forecast products for agriculture; careers with National Weather Service; pamphlets available for distribution.
Navy Recruiting Command 4015 Wilson Blvd., Arlington, Virginia 22203	United States Navy educational and employment opportunities.

North American Limousin Foundation 100 Livestock Exchange Building Denver, Colorado 80216	Beef cattle breed association.
Northrup King Company	World's largest marketer of seeds for agricultural and other uses.
Parkland College 2400 W. Bradley, Champaign, Illinois 61820	Two-year Associate Degree programs of study in agriculture.
Pfizer Agricultural Division 235 East 42nd St., New York, New York 10017	Pays tribute to the Swine Proficiency Award winners and offers information regarding various types of career opportunities.
Pioneer Hi-Bred International, Inc. 1206 Mulberry Street, Des Moines, Iowa 50308	Seeds for high yields.
Poultry Science Association 309 W. Clark St., Champaign, Illinois 61820	Exhibit includes eggs and incubators, chicks hatching, career publications.
Rend Lake College Ina, Illinois 62846	Two-year Associate Degree programs of study in agriculture.
R. J. Reynolds Industries, Inc. Reynolds Boulevard Winston-Salem, North Carolina 27102	R. J. Reynolds Industries, Inc., is the parent company of R. J. Reynolds Tobacco Co.; Del Monte Corp. (processed foods, beverages and fresh fruit); R. J. Reynolds Tobacco International, Inc.; Aminoil USA, Inc. (energy); Sea-Land Industries Investments, Inc. (containerized shipping); and RJR Archer, Inc. (packaging).
Richland Community College 1425 Federal Dr., Decatur, Illinois 62526	Two-year Associate Degree programs of study in agriculture.
Santa Gertrudis Breeders International P.O. Box 1257, Kingsville, Texas 78363	A beef cattle breed association.
Sauk Valley College R.R. No. 5, Dixon, Illinois 61021	Two-year Associate Degree programs of study in agriculture.
Seald-Sweet Growers, Inc. P.O. Box 2349, Tampa, Florida 33601	Florida's largest and oldest citrus cooperative. Shippers of fresh Florida citrus both domestically and world-wide.
Shawnee College Ullin, Illinois 62992	Two-year Associate Degree programs of study in agriculture.
Shell Chemical Company, Agricultural Chemicals P.O. Box 3871, Houston, Texas 77001	Agricultural chemicals—insecticides and herbicides.
A. O. Smith Harvestore Products, Inc. 550 West Algonquin Road Arlington Heights, Illinois 60006	Farm equipment for storage of feed.
Smith Equipment, Div. of Tescom Corporation 2600 Niagara Lane North Minneapolis, Minnesota 55441	Oxy-fuel gas welding, brazing and cutting torches and outfits on display plus a live cutting torch demonstration featuring artisitic cutting.
Society of American Florists 901 North Washington Street Alexandria, Washington, D.C. 20014	An association to promote the floriculture industry.
Society for Range Management 2760 West 5th Avenue Denver, Colorado 80204	A professional non-profit scientific and educational association open to anyone engaged in or interested in any aspect of the study, mangement, and use of rangeland resources.
Southeastern Community College Route 4, Harrisburg, Illinois 62946	Two-year Associate Degree programs of study in agriculture.
Southern Illinois University (SIU) Agr. Ed. & Mechanization SIU/C, Carbondale, Illinois 62901	Education in Professional Agriculture. Four-year Bachelor Degree programs.

Spoon River College R.R. No. 1, Canton, Illinois 61520	Two-year Associate Degree programs of study in agriculture.
State Community College of East St. Louis 417 Missouri Ave., East St. Louis, Illinois 62201	Two-year Associate Degree programs of study in agriculture.
Steiger Tractor, Inc. 310 First Ave., Fargo, North Dakota 58102	Four-wheel drive tractors.
Stone Manufacturing and Supply Co. 1212 Kansas Avenue Kansas City, Missouri 64127	Livestock show equipment (combs, brushes, leads, halters); livestock identification equipment (tattoo, notchers, brands, tags); livestock handling equipment (leads, catchers, chutes) rodeo roping (dogging) chutes.
Student Conservation Association, Inc. P.O. Box 550 Charlestown, New Hampshire 03603	Provides opportunities for young people to explore career possibilities and gain "hands on" experience by working as volunteers in national parks, national forests, and other land management, conservation and natural resource agencies. Young people from 16-18 who participate in a high school work group typically spend 3-4 weeks working and learning at a backcountry camp site, followed by a one-week recreational backpack. The Park and Forest Assistant Program offers college-age and older people the opportunity to spend 10-12 weeks working side-by-side with professional park or forest personnel.
SURGE–Babson Bros. Co. 2100 South York Rd., Oak Brook, Illinois 60521	Milking machines and related products.
Tri-State Breeders Cooperative Rt. 3, Box 50, Baraboo, Wisconsin 53913	Animal breeding. One of the largest direct-member farmer owned and controlled artificial insemination cooperatives in the world.
Triton College 2000 5th Ave., River Grove, Illinois 60171	Two-year Associate Degree programs of study in agriculture.
United States Air Force Randolph AFB, Texas 78148	Career opportunities and training available to individuals in the United States Air Force.
University of Illinois (U of I) Div. of Agricultural Education 357 Education Bldg., 1310 S. Sixth St., Champaign, Illinois 61820	Education in professional agriculture. Four-year Bachelor Degree programs.
US Army Recruiting Command Fort Sheridan, Illinois 60037	Career and educational opportunities in today's US Army.
US Coast Guard Opportunities 811 Grand Avenue, Room 135 Kansas City, Missouri 64106	Career opportunities/the military service with a humanitarian mission.
US Department of Agriculture–Farmers Home Administration 14th and Independence Avenue S.W. Washington, D. C. 20250	A government agency working in community development.
US Department of Agriculture–Federal Grain Inspection Service, Training Branch 1221 Baltimore St., Kansas City, Missouri 64105	Grain grading test display.
US Department of Agriculture – Soil Conservation Service O. I. Box 2890, Washington, D.C. 20013	Career opportunities with Soil Conservation Service. A federal agency interested in the conservation of our natural resources.
US Environmental Protection Agency Consumer Products Safety Commission Food and Drug Administration Occupational Safety and Health Administration Food Safety and Quality Service 324 East 11th Street, Kansas City, Missouri 64106	Career opportunities with five federal agencies.

US Department of Education – Bureau of Student Financial Assistance ROB-3, Room 4661, 400 Maryland Ave., S.W. Washington, D. C. 20202	Financial aid to students in any post-secondary institute, private or public, two- or four-year.
US Department of the Interior – Fish and Wildlife Service 2701 Rockcreek Parkway, Suite 106 North Kansas City, Missouri 64116	A federal conservation agency interested in protecting fish and wildlife for future generations and today.
US Department of the Interior – Office of Surface Mining 818 Grand Avenue, Kansas City, Missouri 64106	Energy conservation is the theme of this exhibit featuring information about the Office of Surface Mining.
US Marine Corps 811 Grand Avenue, Room 106 Kansas City, Missouri 64106	Opportunities for leadership in the service of your country.
The Upjohn Company, Agricultural Division Department 9510-190, 700 Portage Road Kalamazoo, Michigan 49001	Upjohn Veterinary Products, TUCO Animal Health and Plant Healthy Products, Asgrow Seed Company, Cobb Breeders for poultry production.
Versatile Manufacturing Company 830 North Agnes, Kansas City, Missouri 64106	Large four-wheel drive tractors.
Western Illinois University (WIU) Dept. of Agriculture, Macomb, Illinois 61455	Education in professional agriculture. Four-year Bachelor Degree programs.
Wilbur Wright College 3400 N. Austin Ave., Chicago, Illinois 60634	Two-year Associate Degree programs of study in agriculture.
Wiley Enterprises Route 3, Box 161B, Lawrence, Kansas 66044	The finest in organic products.
William Rainey Harper College, 512(I.) Algonquin & Roselle Roads, Palatine, Illinois 60067	Two-year Associate Degree programs of study in agriculture.
Youth for Understanding 3501 Newark St., N.W., Washington, D.C. 20016	Youth exchange organization.

STUDENT WORKSHEET 1
ON
DETERMINING YOUR INTERESTS

Answer these questions with your first impression. Determine "your" interests and not what others expect you to answer.

1. List your first, second and third choice of all subjects.

   1. _____ 2. _____ 3. _____

2. List three subjects you like the least in school.

   1. _____ 2. _____ 3. _____

3. List the three subjects where you made your highest grades.

   1. _____ 2. _____ 3. _____

4. List the three subjects where you made your lowest grades.

   1. _____ 2. _____ 3. _____

5. What school activities do you like the best?

   1. _____ 2. _____ 3. _____

6. What work, outside of school, do you like to do?

   1. _____ 2. _____ 3. _____

7. What do you like to do for entertainment? _____

8. What are your hobbies? _____

9. Are there any hobbies, interests, jobs or classes that you have not had a chance to try that seem of particular interest to you? List them. _____

10. Of all the things you do, what do you feel you do best? _____

    Why? _____

11. Has anyone ever said that you were good at something, or that you had done a good job at something, or that you have a talent for something? What are these things. _____

    _____

12. Do you think they were right? _____

13. Have aptitude tests, grades or achievement tests indicated that you have an area in which you perform well? _____

14. Do you feel that you have any physical limitations that could limit your choice of occupations? _____

15. Do you feel that you get along well with other people? _____

16. Do you like to read and do math or do you like to work with your hands and tools? _____

STUDENT WORKSHEET 2
ON
OCCUPATIONAL TITLES

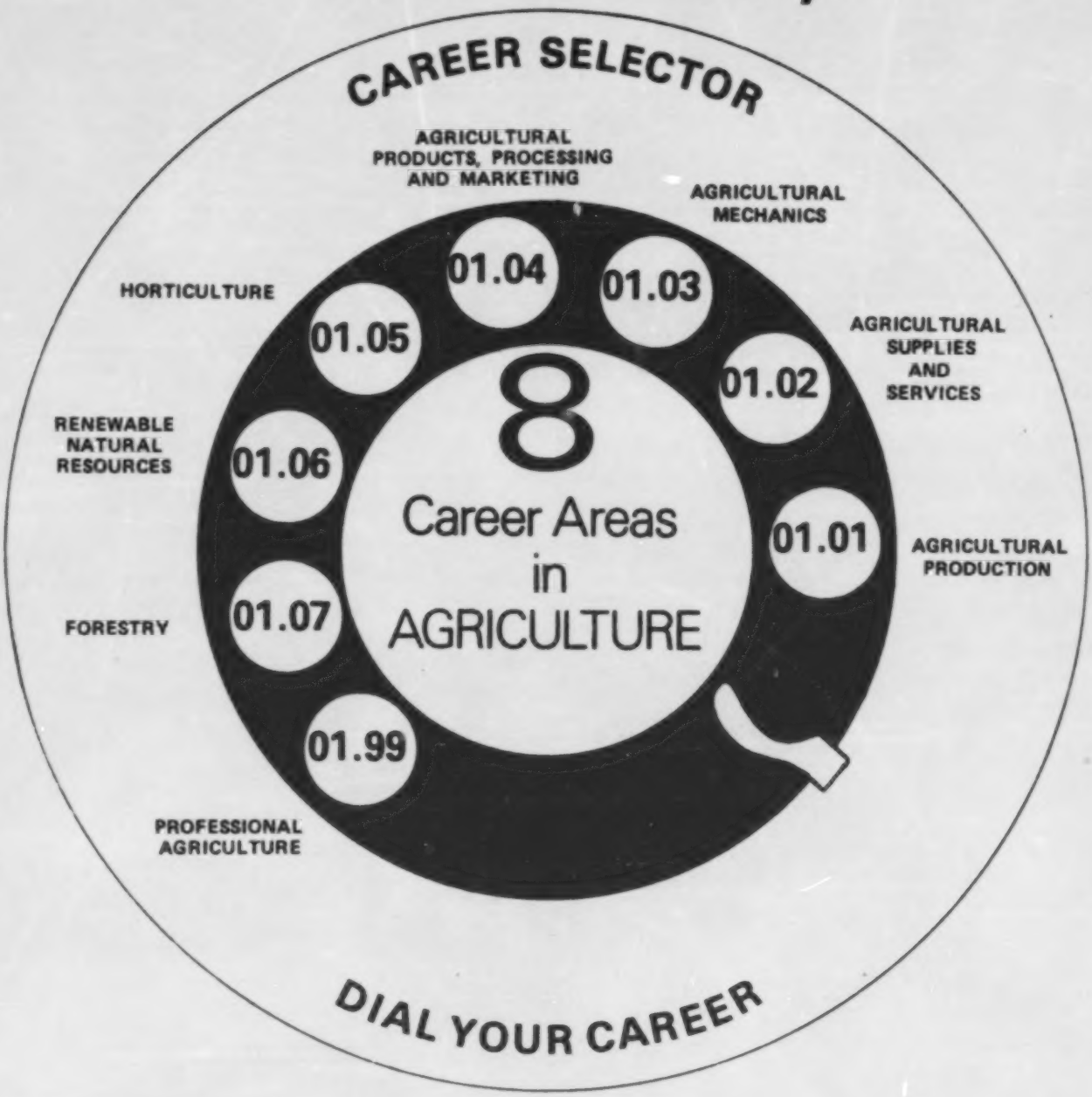
Objective: To familiarize the student with Agri-occupational Titles and begin the process of developing career interests by seeking more information about occupations of primary interest to each student.

Directions:

1. Handout the "Career Directory."
2. Have students mark (✓) any title of interest.
3. Have students rank the marked occupations by listing them in order of "most interested" to "least interested."
4. Using buzz-groups or by brain-storming, develop a list of career questions which the student would need to know about the first three careers on their list.
5. Develop a master list of career questions. (This can be used in Assignment No. 4.)
6. Complete student worksheet 2 to help students determine local and state career opportunities in agriculture. Use general class discussion, small group or individual out-of-class assignments to determine the career opportunities which exist for their top choices on the "Career Directory."
7. The transparency discussion guide can be used for additional information for state-wide (Illinois) career opportunities in the eight occupational areas.

INFORMATION SHEET

AGRICULTURAL OCCUPATIONS
Career Directory



AGRICULTURAL OCCUPATIONS

Opportunities for students with Careers in Agriculture are unlimited. Agriculture today includes production, processing, manufacturing, distribution, utilization and consumption. In fact there are more career opportunities off-the-farm than on. In Illinois, more than 475 thousand (475,000) of the work force were engaged in agricultural occupations in 1978, and one-fifth (1/5) of those employed in agricultural occupations worked on farms in production Agriculture in 1978.

The original concept of Agriculture, production on land, is now only one segment of the entire industry. The careers in Agriculture go far beyond the concern with production of food and fiber. The following expanded list of agricultural careers exemplifies many of the agricultural jobs available to students who follow the appropriate sequential program in Agricultural Occupations.

01.0100 AGRICULTURAL PRODUCTION

01.0101 Animal Science
- Livestock producer, breeder beef, dairy, sheep, swine, poultry, horse
- Herdsman
- Poultryman
- Stock ranch foreman
- Specialty animal raiser
- Farm hand
- Livestock trainer
- Veterinarian aide
- Farrier
- Artificial inseminator
- Milking machine operator
- Beekeeper
- Kennel manager
- Production manager

01.0102 Plant Science
- Cereal grain producer
- Fiber crop farmer
- Forage crop farmer
- Specialty crop grower
- Vegetable crop grower
- Fruit producer
- Ornamental crop grower
- Seed grower
- Production supervisor
- Farm hand
- Fruit harvester operator
- Seed harvester operator
- Plant disease specialist
- Plant insect specialist
- Oil crop producer

01.0103 Farm Mechanics
- Machine and equipment operator
- Machinery and equipment repairman
- Lubrication specialist
- Soil and water manager
- Construction maintenance man
- Agriculture structure user
- Electrification technician

01.0104 Farm Business Management
- Farm manager
- Tenant farmer
- Farm record analyst
- Farm organization specialist
- Farm loan specialist
- Rural real estate salesman or broker
- Farm loan manager

01.0199 Agricultural Production, Other

01.0200 AGRICULTURAL SUPPLIES & SERVICES

01.0201 Agricultural Chemicals
- Plant manager
- Warehouse supervisor
- Pest exterminator
- Chemical applicator operator
- Product salesman
- Weed inspector
- Fumigator
- Laboratory technician

01.0202 Feeds
- Feed inspector
- Salesman
- Grain and feed processor
- Quality control technician
- Mill operator
- Elevator manager
- Feed deliveryman

01.0203 Seeds
- Seed analyst
- Agronomist
- Seed inspector
- Salesman
- Seed hauler
- Quality control technician
- Plant superintendent

01.0204 Fertilizers
- Plant manager
- Buyer
- Machine operator
- Plant food salesman
- Regional manager
- Transportation specialist (Deliveryman)
- Quality controller

01.0299 Agricultural Supplies and Services, Other
- Laboratory technician
- County extension specialist
- Biological aide
- Quality control specialist
- Transportation specialist
- Distributor
- Jobber
- Buyer
- Farrier
- Veterinary hospital assistant
- Tree pruner
- Animal technician
- Artificial inseminator
- Blood tester

78

01.0300 AGRICULTURAL MECHANICS

01.0301 Agricultural Power and Machinery
- Serviceman
- Salesman
- Farm equipment operator
- Equipment mechanic
- Machinery setup man
- Parts man
- Equipment deliveryman
- Hydraulics technician
- Local dealer

01.0302 Agricultural Structures and Conveniences
- Agricultural structure designer
- Farmstead mechanization serviceman
- Service supervisor
- Setup manager
- Structure salesman
- Office manager
- Local dealer
- Crew member

01.0303 Soil Management
- Conservationist
- Agronomist
- Soil technician
- Manager
- Appraiser

01.0304 Water Management
- Water control manager
- Ecology technician
- Conservation technician
- Irrigator

01.0305 Agricultural Mechanics Skills
- Machinery repairman
- General shop foreman
- Maintenance engineer

01.0306 Agricultural Construction and Maintenance
- Agriculture structure erector
- Maintenance supervisor
- Maintenance man
- Construction supervisor
- Farmstead planner
- Equipment setup man
- Deliveryman
- Appraiser

01.0307 Agricultural Electrification
- Electrician
- Electrician assistant
- Service company representative
- Safety technician

01.0399 Agricultural Mechanics, Other
- Agricultural technologist

01.0400 AGRICULTURAL PRODUCTS, PROCESSING AND MARKETING

01.0401 Food Products
- Livestock buyer
- Produce buyer
- Grain buyer
- Meat inspector
- Veterinary livestock inspector
- Meat grader
- Produce inspector
- Honey processor
- Butcher
- Fruit buyer and grader
- Egg candler
- Milk sampler
- Milk tester
- Cheese maker
- Ice cream freezer operator
- Laboratory technician
- Product salesman
- State inspector

01.0402 Non-Food Products
- Tobacco buyer
- Wool salesman
- Marketing specialist
- Quality control manager
- State inspector

01.0499 Agricultural Products, Other
- Appraisers

01.0500 HORTICULTURE

01.0501 Arboriculture
- Arborist
- Tree trimming foreman
- Tree surgeon helper
- Wood plant specialist
- Arboretum superintendent
- Line clearance supervisor

01.0502 Floriculture
- Floral designer
- Flower grower
- Flower shop manager
- Indoor plant manager
- Retail florist
- Wholesale florist
- Deliveryman
- Rose consultant

01.0503 Greenhouse Operation and Management
- Wholesale nurseryman
- Retail nurseryman
- Plant propagator
- Indoor plant installer
- Shipping foreman
- Greenhouse manager
- Greenhouse assistant
- Storage manager

01.0504 Landscaping
- Landscape gardener
- Grounds keeper
- Landscape designer
- Landscape consultant
- Landscape contractor
- Pest control specialist
- Landscape foreman
- Parkway supervisor
- Equipment operator
- Laborer
- Landscape salesman

01.0505 Nursery Operation and Management
- Nurseryman
- Groundsman
- Retail nurseryman
- Horticulturist
- Maintenance man
- Rare plant specialist
- Fungus and pest specialist
- Bagger and burlap man
- Nursery materials salesman
- Garden center manager
- Nursery foreman
- Nursery propagator
- Grower
- Laborer

01.0506 Turf Management
- Greenskeeper
- Greens superintendent
- Turf supply salesman
- Turf consultant
- Turf research technician
- Commercial sod grower
- Sod cutter
- Greens designer
- Irrigation controller

01.0599 Ornamental Horticulture, Other
- Salesman
- Buyer

01.0600 RENEWABLE NATURAL RESOURCES

01.0601 Forests
- Forest aide
- Timber surveyor
- Fire lookout
- Forest consultant
- Forest fire fighter
- Logging inspector

01.0602 Recreation
- Park ranger
- Fish and game warden
- Park caretaker
- Campgrounds manager
- Park worker
- Hunting and fishing guide
- Zoo manager
- Campgrounds developer
- Guide
- Park naturalist

01.0603 Soil
- Soil conservationist
- Range manager
- Soil test technician
- Water control specialist
- Industrial waste inspector
- Sanitary landfill manager

01.0604 Wildlife
- Trapper
- Guide
- Game keeper
- Predatory animal hunter
- Game farm manager
- Fisherman
- Fowl and fish hatchery operator
- Fish farmer

01.0605 Water
- Industrial waste inspector
- Water control specialist
- Water filtration plant superintendent
- Well water inspector
- Wastewater treatment plant technician

01.0606 Air
- Industrial waste inspector
- Sanitary landfill manager
- Pollution control manager
- Pollution control aide

01.0607 Fish
- Fish culturist
- Fish farmer
- Hatcheryman
- Guide
- Fisheries technician

01.0608 Range
- Range manager
- Range supervisor
- Guide
- Range scientist

01.0699 Agricultural Resources, Other
- Planning aide
- Urban planner

01.0700 FORESTRY

01.0701 Forests
- Biologist
- District manager
- Timber surveyor
- Forest consultant
- Forestry aide
- Logging inspector

01.0702 Forest Protection
- Fire watcher
- Fire patrolman
- Fire fighter
- Fire lookout
- Fire warden

01.0703 Logging
- Fieldman
- Log buyer
- Logging contractor
- Chief cruiser
- Crew manager
- Timber buyer
- Log scaler

01.0704 Wood Utilization
- Pulpwood buyer
- Pulpwood contractor
- Pulpwood grower
- Forest chemist
- Fieldman
- Yard man

01.0705 Recreation
- Park caretaker
- Hunting and fishing guide
- Campgrounds developer
- Guide
- Park ranger
- Park worker
- Fish and game warden
- Campgrounds manager
- Zoo manager

01.0706 Special Products
- Christmas tree grower
- Forestry district manager
- Woods boss
- Debarker operator

01.0799 Forestry, Other

01.9900 PROFESSIONAL AGRICULTURE

- Cooperative extension agent
- General laboratory assistant
- Biologist
- Entomologist
- Farm commodity market reporter
- Product researcher
- Radio-TV farm director
- USDA specialist
- State staff member
- Vocational Agriculture Instructor

AGRICULTURAL OCCUPATIONS 01.0000

CAREER OPTIONS

AGRICULTURAL PRODUCTION 01.0100

01.0101	01.0102	01.0103	01.0104	01.0199
Animal Science	Plant Science	Farm Mechanics	Farm Business Management	Agricultural Production, Other

AGRICULTURAL SUPPLIES & SERVICES 01.0200

01.0201	01.0202	01.0203	01.0204	01.0299
Agricultural Chemicals	Feeds	Seeds	Fertilizers (Plant Food)	Agricultural Supplies and Services, Other

AGRICULTURAL MECHANICS 01.0300

01.0301	01.0302	01.0303	01.0304	01.0305	01.0306	01.0307	01.0399
Agricultural Power and Machinery	Agricultural Structures and Conveniences	Soil Management	Water Management	Agricultural Mechanics Skills	Agricultural Construction and Maintenance	Agricultural Electrification	Agricultural Mechanics, Other

AGRICULTURAL PRODUCTS, PROCESSING AND MARKETING 01.0400

01.0401	01.0402	01.0499
Food Products	Non-Food Products	Agricultural Products, Other

HORTICULTURE 01.0500

01.0501	01.0502	01.0503	01.0504	01.0505	01.0506	01.0599
Arboriculture	Floriculture	Greenhouse Operation and Management	Landscaping	Nursery Operation and Management	Turf Management	Ornamental Horticulture, Other

RENEWABLE NATURAL RESOURCES 01.0600

01.0601	01.0602	01.0603	01.0604	01.0605	01.0606	01.0607	01.0608	01.0699
Forests	Recreation	Soil	Wildlife	Water	Air	Fish	Range	Agricultural Resources, Other

FORESTRY 01.0700

01.0701	01.0702	01.0703	01.0704	01.0705	01.0706	01.0799
Forests	Forest Protection	Logging	Wood Utilization	Recreation	Special Products	Forestry, Other

PROFESSIONAL AGRICULTURE 01.9900

Teaching	Communications	Research	Community Service	Information Specialist

STUDENT WORKSHEET 2
ON
IDENTIFYING LOCAL AND STATE CAREER OPPORTUNITIES IN AGRICULTURE

This work sheet reviews agricultural employment in Illinois and attempts to identify current labor needs. The examination of employment trends in Illinois agriculture is carried out within the framework of the seven taxonomic areas outlined by the U. S. Department of Education. These taxonomic areas are: Agricultural Production, Agricultural Supplies & Services, Agricultural Mechanics, Agricultural Products, Ornamental Horticulture, Renewable Natural Resources, and Forestry.

The employment outlook in Illinois agriculture is generally good, especially in the areas of Agricultural Supply and Services, Agricultural Mechanics and Ornamental Horticulture. Urban agricultural occupations show considerable promise, but employment opportunities are not uniform throughout Illinois agriculture. For example, there is considerable competition for positions in Renewable Natural Resources. Although many job openings can be found in the Agricultural Products area, there has been a general decline in the number of workers employed in this area over the last five years. **An individual seeking a career in agriculture would be well advised to examine each career area carefully before preparing for any specialized field.**

Below, summarize your findings and conclusions on the assigned careers.

	Careers	Local opportunities	Statewide opportunities
A.	_____	_____	_____
B.	_____	_____	_____
C.	_____	_____	_____
D.	_____	_____	_____
E.	_____	_____	_____

STUDENT WORKSHEET 3
ON
INTRODUCTION TO AGRI–OCCUPATIONS
(one sheet per filmstrip)

I. Title of career area: _____

II. What are the products or services rendered? What do the employees do in this career area?

_____

_____

_____

III. What type of skills and educational requirements are needed for employees in this career area?

_____

_____

_____

IV. What types of interests would one need in this area? (Outdoor, mechanical, people oriented, mathmatics, chemistry, communication skills, etc.)

_____

_____

_____

V. List three occupational titles in this area.

_____

_____

_____

VI. _____ I would be interested in a career in this area because _____

_____

_____

_____

_____ I would not be interested in a career in this area because _____

_____

_____

_____

STUDENT WORKSHEET 4
ON
AGRI–CAREER INVESTIGATION

Objective: After the students select their top three occupational titles, they are to do further research on each.

Procedure:

1. Following the format developed in exercise 2 or using one of the two examples in the packet, each student is to submit a report on his/her top three agri-career titles.

2. A session in the Learning Resource Center (library) with assistance from their personnel may be necessary in obtaining career information. Materials to become familiar with include: Occupational Outlook Handbook, Encyclopedia of Career and Vocational Guidance, National Ag. Occupation Competency Study, Dictionary of Occupational Titles, Computerized Vocational Information Service (if available at school), and any other career oriented texts.

3. Have students personally interview an individual employed in the students selected occupational choice. The students could discuss their interviews in oral presentations before the class.

STUDENT WORKSHEET FOR AGRI–CAREER INVESTIGATION

1. Name of occupation: _____
2. The duties of the job: _____

   _____

   _____

3. Job Requirements:

   Age: _____

   What interests or skills will you need for the job? _____

   _____

   _____

   _____

   What are the personality and physical requirements? _____

   _____

   _____

   _____

4. Education Requirements:

   What type of high school classes should you take to prepare for this job?

   _____ _____

   _____ _____

   _____ _____

   _____ _____

   What type of school or training is needed after finishing high school?

   _____

   _____

   How long will it take to train past high school? _____

   _____

5. Job Advantages and Disadvantages:

   What are the good points about the job? _____

   _____

   _____

   _____

   What are the bad points about the job? _____

   _____

   _____

   _____

6. Job's Demand and Future Outlook

   What is the present need for workers? Great_____ Moderate_____ Slight _____

   What is the job's future outlook? Little change_____ Increasing need_____ Decreasing need_____

7. Entering the Job: Are there any special job entrance requirements? (an entrance test, a license, money, union dues):_____

   _____

   _____

   _____

8. Information Sources:

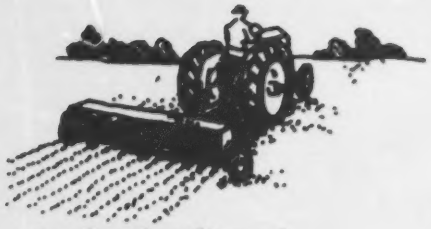
   Where else can you obtain more information for your job area? _____

   _____

   _____

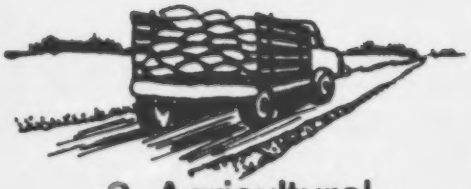
   _____

Eight Occupational Areas in Modern Agriculture



1. Agricultural Production

2. Agricultural Mechanics



3. Agricultural Supplies

4. Agricultural Products, Processing and Marketing

5. Ornamental Horticulture

6. Forestry

7. Renewable Natural Resources

8. Professional Agriculture

I-A-3-27

Occupational Requirements and Benefits

1. Employment Outlook
   - A. Business Trends
   - B. Current and Future Employment
   - C. Probable Wages or Salary

2. Nature of the Work
   - A. Work Performed
   - B. Working Conditions
   - C. Hours

3. Qualifications for Employment
   - A. Aptitude and Interest
   - B. Education, Training, and Experience
   - C. Physical Demands

4. Requirements for Entrance and Advancement
   - A. Where Jobs are Found
   - B. Method of Entrance and Advancement
   - C. Related Occupations

Common Career Qualifications

1. Ability
2. Talents
3. Physical Makeup
4. Previous Experience
5. Interest
6. Educational Aspirations
7. Attitudes and Values
8. Self Concept
9. How Others See You
10. Willingness to Change
11. Relationships with People

I. Transparency 1: **Eight Occupational Areas in Modern Agriculture**

1. Agricultural Production – This taxonomy contains those occupations requiring skills and knowledge in the production of plants, animals and their products. This area contains many of the activities traditionally thought of as making up the agricultural sector. In addition, some nontraditional areas, such as the propagation and care of companion and laboratory animals are also included in this category. Occupations in this taxonomy require a wide range of skills ranging from animal breeding to marketing, and from management to mechanics.

   Agricultural production is the primary employment field for agricultural workers in Illinois. As of October 1979, about 198,000 workers were employed in agricultural production occupations which include about 100,000 farm operators, plus family workers and hired labor. The employment outlook remains fair for this taxonomy. The number of farm operators is expected to decrease due to the continued decline in numbers of farms, i.e., a loss of 4,000 between 1978 and 1980. On the other hand, the number of farm workers as a whole is predicted to be more or less stable. For example, the Illinois Bureau of Employment Security expects the number of farm workers to decline by 3,000 annually through 1985, while data on total farm employment in Illinois, as reported in the United States Department of Agriculture's Agricultural Statistics, shows a tendency toward stabilization. In fact a small increase was shown between 1974 and 1978. The stabilization in the number of farm workers is supported by similar trends in Indiana and Michigan. Although the outlook is not promising in all areas of agricultural production, the overall situation appears to be stabilizing.

2. Agricultural Mechanics – Agricultural mechanics deals with all aspects of machinery tools, power systems and equipment necessary to produce plants and animals. Also included in the taxonomy are structures and conveniences, and the management of soil and water for farming. Individuals desiring to work within this area should possess mechanical aptitudes.

   Workers engaged in the manufacture of farm and garden machinery as well as farm implement repairers make up about 27,500 full time employees in Illinois. Other worker categories such as farm electricians, agricultural equipment installers, grain bin and farm building construction workers are not included. Therefore, the numbers in this taxonomy appear to be substantially understated.

   Employment outlook remains extremely good for farm implement repairers, especially those with expertise in diesel, hydraulic, and electrical systems. Additional training is recommended for those who wish to advance in this field, especially as the machinery continues to become more intricate and sophisticated. Information on other occupations is not available from the data sources reviewed for this study.

3. Agricultural Supplies – This taxonomy contains activities which supply and assist the farmer in producing a crop, raising animals or marketing what is produced. A diverse range of activities makes up this taxonomy such as the sale and distribution of seeds, feed, fertilizer and agricultural chemicals. Agricultural services in the form of custom work are included, such as soil preparation services, planting, cultivation and harvesting, as well as preparing crops for market. Veterinary and animal services, such as artificial insemination, are part of this area along with farm labor contractors. Auctioneers, farriers and animal caretakers are also included.

The number of people employed in this field is difficult to measure accurately, but it was estimated from the Illinois Bureau of Employment Security statistics, Census data, telephone interviews with members of agricultural business associations and with the Illinois Department of Conservation that there were 57,000 people employed in agricultural supply and service occupations. This figure does not include custom farm workers or all fertilizer and grain handling workers which are a major component of this sector. Therefore, this figure substantially underestimates the magnitude of employment in this area.

This field is very viable economically, but not all areas offer favorable employment, especially at the entry level. The agricultural chemical and fertilizer business is expected to offer excellent employment opportunities at the entry and mid-levels. The outlook is also favorable in the soil service area as there is a history of expansion as fewer people own larger farms. At present there is a strong demand in this field for persons with farm backgrounds and college training in farm management.

Jobs in pet shops and openings for animal caretakers requiring low-level skills are good in urban areas. The veterinary field offers few openings, especially for professionals. Those interested in the feed and grain business can expect few entry-level openings, but managerial opportunities are good. The farrier outlook appears to be stable, but auctioneers may experience difficulty in locating employment.

4. Agricultural Products, Processing and Marketing – This taxonomy is concerned with the inspection, sorting grading, storing and processing of agricultural products. Included in this area are food products such as meat, milk, cheese, fruit, grain and oilseeds as well as nonfood products such as wool, wood and cotton. Ice cream, chesse, butter, soybean oil, dog food, flour and particle board are example of products produced within this category. In Illinois, wood is the primary nonfood item processed, and it will be discussed under the Forestry taxonomy.

   Illinois is a leading employer in the food products and processing area, but the number of employees is declining each year because of increased mechanization. The Illinois Bureau of Employment Security has identified about 116,000 workers in Food and Kindred Products area.

   Employment opportunities for meat cutters in manufacturing and for millers are favorable, but bakers and sorters, and graders in manufacturing are declining. Job openings for the latter are projected to occur, however, these openings will largely be replacements, not additional positions. Most of the jobs are located in urban areas and many of these jobs do not require traditional agricultural skills.

5. Ornamental Horticulture – This taxonomy is concerned with the production of plants used principally for ornamental and aesthetic purposes, including establishing and managing ornamental horticulture enterprises. Activities contained in this taxonomy include arboriculture, floriculture, greenhouse operation and management, landscaping, nursery operation and management, turf management, landscaping, nursery operation and management, turf management and other skills associated with ornamental horticulture production. For the purposes of this paper, nursery and greenhouse operations are treated in the ornamental horticulture taxonomy rather than within agricultural production where it is sometimes placed.

   At least 30,000 Illinois workers are engaged in jobs in the ornamental horticulture field. This figure includes people working for florists, retail nurseries, lawn and garden establishments, supply stores and as groundskeepers. Employment data for wholesale operations, and tree and lawn services were not available; therefore the above figure is understated and not indicative of the overall employment situation in this active area. There is also considerable seasonal employment not reflected here. The stated figure was derived from information provided by the Census and the Illinois Bureau of Employment Security.

The employment outlook is very good because of the continued growth in this area. Favorable job projections have been made for gardeners and groundskeepers both full and part-time, as well as for floral designers and lanscape architects. Lawn service operations are especially active, and florists, retail nurseries and lawn and garden supply stores all appear to offer good opportunities through 1985. Most jobs will be located in the urban areas.

6. Forestry – Forestry is concerned with the production, protection, management, harvesting and utilization of forest lands and forest products. Recreation, wildlife management and watershed management as they relate to forests are included in the taxonomy, thereby sharing a common bond with the renewable natural resource area. While there are about 3.6 million acres of forest, comprising almost ten percent of the land area of the state, Illinois is not a major forest producing state.

   The Illinois Bureau of Employment Security indicates there are about 16,300 workers employed in this general taxonomic area. It represents employment for timbercutters, logging workers, sawyers, and the lumber and wood products industry. The majority of these workers (11,800) are employed in this latter category.

   The employment prospects in Illinois forestry are not favorable. In the area of resource managment, the outlook is basically the same as conservation--some entry-level jobs exist, but there is competition for each position, In the private sector, the wood-growing and wood-using industries do not offer many annual openings. There are only 11 openings predicted annually for timbercutters and even less for logging and lumber inspectors. In the primary wood-using industry, opportunities appear to be better with 131 openings predicted annually for sawyers. The secondary wood-using industry is important in Illinois, but employment is declining, as in other areas of processing, because of increased mechanization.

7. Renewable Natural Resources – Renewable Natural Resources is concerned with the conservation, propagation and utilization of natural resources--such as soil, water, air, wildlife, forests, plants and fish--for both economic and recreational purposes. Air, water and noise pollution, protection of wildlife, soil erosion and retention, propagation of fish, and the creation and management of natural recreational resources are activities contained within this taxonomy. This taxonomy falls naturally within the agricultural sphere because the concern is to keep the natural environment viable for continued, fruitful agricultural production.

   Information obtained from the Census and by telephone interviews with officials at the Illinois Department of Conservation, and state and federal environmental protection agencies indicated that there are approximately 30,000 workers employed in this area.

   The various employment areas within this taxonomy, including conservation, environmental protection, parks and recreation, private recreation, and water treatment and sanitation, all show signs of modest growth in the near future. Although job openings are anticipated, there will be competition in certain areas which will make employment difficult, i.e., conservation, environmental protection, and parks and recreation. The primary employer in this taxonomy is the government: federal, state and local. With the exception of some areas of conservation and parts of public recreation, most employment opportunities are in urban areas. The Illinois Department of Conservation employs about 1200 people, but those seeking employment in this field should expect competition. Additional training beyond the high school diploma is highly recommended for those interested in careers in these areas.

8. Professional Agriculture – The career opportunities in professional agriculture include those which generally require a minimum of a Bachelor's Degree in agriculture and are not

classified in the other seven taxonomy areas. These occupations include positions such as: vocational agriculture instruction, cooperative extension agent, radio-TV farm director, and product researcher.

At present there is a strong demand in Illinois for persons who desire a professional career in agriculture. Additional schooling and training beyond high school is required for those interested in a career in this area. Favorable job predictions have been made for future job opportunities because of the increasing use of technology in agriculture. The consumers of this technology need professionally trained people to design and explain the proper uses of the modern machinery used in agriculture.

II. Transparency 2: **Occupational Requirements and Benefits**

A. Ask the students to list some things they would consider when thinking about getting a job.

B. Discuss the idea that even part-time jobs in high school are providing valuable career training.

C. Explain to the class that even though they may change jobs three or more times during their lifetime, all the later jobs will be very similar to their first full-time job.

D. Discuss and have the class consider the job requirements and benefits on the transparency.

E. Summarize by pointing out the most important factor to consider is to enjoy the career they will spend their life doing.

III. Transparency 3: **Common Career Qualifications**

A. Discuss with the class the idea that something of value is not just given away. Careful planning and work will get you what you want. The same is true of getting a job.

B. Discuss with the class that most of the career qualifications related to the ability to **get along with others**.

C. Have the students take a personal inventory of their abilities. Then identify the occupations which closely match their interests and personality.

TEACHER'S KEY

SAMPLE TEST QUESTIONS

IDENTIFYING CAREERS IN AGRICULTURE

There are eight career areas (taxonomies) in agriculture. In each career area there are a number of occupations. Carefully read each question and choose the appropriate choice of A, B, C, or D for the occupation that does **NOT** belong in the career area.

__A__ 1. Agricultural Production

A. Electrician
B. Farm hand
C. Livestock producer
D. Tenant farmer

__C__ 2. Agricultural Supplies and Services

A. Chemical applicator operator
B. Feedmill operator
C. Nursery operator
D. Salesperson

__B__ 3. Agricultural Mechanics

A. Equipment set-up technician
B. Game wildlife keeper
C. Hydaulics technician
D. Machinery set-up technician

__B__ 4. Agricultural Products

A. Butcher
B. Forest aide
C. Meat inspector
D. Produce buyer

__A__ 5. Ornamental Horticulture

A. Farm Hand
B. Greenhouse assistant
C. Retail florist
D. Tree surgeon helper

__B__ 6. Natural (Agricultural) Resources

A. Forest aide
B. Fertilizer salesperson
C. Fowl and fish hatchery operator
D. Park ranger

__D__ 7. Forestry

A. Christmas tree grower
B. Firefighter
C. Forestry aide
D. Landscape designer

B 8. Other agriculture

A. County farm advisor
B. Agricultural equipment deliveryman
C. Radio-TV farm reporter
D. Vocational Agriculture instructor

There are four major occupational requirements and benefits. Select the one item that does **NOT** belong with the other three.

C 9. Employment outlook

A. Business trends
B. Current and future employment
C. Hours
D. Probable wages or salary

A 10. Nature of work

A. Business trends
B. Hours
C. Working conditions
D. Work performed

D 11. Qualifications for Employment

A. Aptitude and interest
B. Education, training and experience
C. Physical demands
D. Probable wage or salary

D 12. Requirements for Entrance and Advancement

A. Method of entrance and advancement
B. Related occupations
C. Where jobs are found
D. Work performed

Identify the occupation which you feel would best fit the individual in each statement.

D 13. Jane grew up in a large city and enjoys outdoor work and recreation. She plans to attend a four year college. Jane has a hobby she enjoys, involving work with plants and a garden. She expects to earn an average income.

A. Greenhouse manager
B. Fishery biologist
C. Meat processor
D. Agronomist

C 14. Jerry lives in a rural area. He is looking forward to high school graduation, and the end of his educational career. He prefers outdoor work during the daytime. Jim is above average in physical and mechanical ability and hopes for an average income.

A. Agronomist
B. Wildlife conservation officer
C. Feed mill equipment operator
D. Vocational Agriculture Instructor

D 15. Tom grew up on a cash crop farm. He and his father have built and repaired several pieces of farm equipment. They have made several improvements in their land management procedures. Tom is good in math subjects and has above average mechanical ability. He plans to attend college but is undecided as to how long. He expects an average income.

A. Artificial insemination technician
B. Livestock buyer
C. Florist
D. Agricultural engineer

C 16. Rick lives on a large farm. He has always enjoyed working with and showing livestock and has had lots of experience. He plans to obtain a two year post-high school education. He enjoys outdoor work and hopes to earn an average living.

A. County extension advisor
B. Dairy processing equipment operator
C. Livestock buyer
D. Veterinarian

B 17. Janet is a farm girl. She does well in high school art and enjoys decorating her room. She is considering some post-high school study but not over one or two years. Janet enjoys both indoor and outdoor activity and hopes to earn an average living in a town or small town.

A. Agricultural engineer
B. Florist
C. Agricultural writer
D. Agronomist

A 18. Mary lives in a small city. This girl is a hard worker and is quite intelligent. She has done best in science courses and enjoys being around animals. Mary plans to attend college for at least four years. Mary prefers to be busy and is average in physical and mechanical ability.

A. Veterinarian
B. Farm hand
C. Extension advisor
D. Livestock buyer

D 19. Mike has worked on a farm all his life. He enjoys farming and also working with people. He is above average in school work and plans at least four years of college study. He is unable to farm due to a back injury from a tractor accident. He desires a good income in a rural area and being close to production agriculture.

A. Agricultural supplies manager
B. Agricultural machinery salesman
C. Wildlife conservation officer
D. Teacher of vocational agriculture

A 20. Bob lives in a large city. He enjoys boating, hunting and fishing. He has done above average work in school and plans to go to college for four years. He enjoys outdoor work and hopes to earn an average salary. He is quite well developed physically and excelled in football.

A. Forester
B. Livestock buyer
C. Meat processor
D. Soil conservation technician

C 21. Jim is a farm boy. His hobby is nature photography. He likes outdoor activities. He does well in school and plans to attend college. He has average physical ability.

A. Agricultural writer
B. Agricultural mechanics specialist
C. Wildlife conservation officer
D. Veterinarian

D 22. Sharon lives in a small town. She enjoys rural life and being both indoors and out. She likes to travel and to read about places she has not seen. She is above average in school work and plans to attend college. She would like to have a job she might do at home or on her own time schedule.

A. Farmer
B. Nursery manager
C. Agricultural supplies and product salesperson
D. Agricultural writer

23. To get the job or occupation that you like generally requires certain qualifications. List five (5) of these common qualifications:

A. _____

B. _____

C. _____

D. _____

E. _____

24. Select one agricultural occupation which you have studied or are interested in and give the following information:

A. Taxonomy or occupation area:

_____

B. Name of occupation:

_____

C. Interests or skills needed:

_____, _____, _____.

D. Education requirements:

_____

E. Good points of job:

_____, _____, _____.

F. Bad points of job:

_____, _____, _____.

UNIT B: Leadership and Citizenship

PROBLEM AREAS:

1. Understanding and participating in FFA
2. Understanding the duties and responsibilities of FFA members
3. Developing basic parliamentary procedure skills
4. Developing basic public speaking skills

UNIT B: LEADERSHIP AND CITIZENSHIP

PROBLEM AREA: UNDERSTANDING AND PARTICIPATING IN FFA

SUGGESTIONS TO THE TEACHER:

This problem area is designed for use with ninth grade or beginning students in agricultural occupations. In most schools, the FFA program is used as a leadership laboratory to help students develop those leadership and civic skills which are important to a successful agricultural career. With this objective in mind, the teachers should strive to obtain 100% membership of all students enrolled in agricultural occupations. This problem area will introduce students to the FFA organization and stimulate their interest in joining the local FFA chapter. The problem area should be taught early in the fall semester preferably in September. Approximately 3 to 5 days should be scheduled for this instruction. To prepare for the teaching of this problem area, the teacher should accomplish the following:

1. Order a supply of Official FFA Manuals and Student Handbooks from the National FFA Supply Service in Alexandria, Virginia.
2. Schedule selected slide sets and/or films from the State FFA Office in Roanoke.
3. Order printed materials from State FFA Office. See listing and order form included with this problem area.
4. Duplicate copies of student materials as needed.
5. Schedule an FFA Chapter meeting or Greenhand meeting during or immediately after this problem area has been taught.

CREDIT SOURCES:

These materials were developed through funding agreement, R-33-21-D-0542-388 with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in these materials do not reflect, nor should they be construed as policy or opinion of the State Board of Education or its staff.

The teacher's guide, worksheets, test questions, and transparencies were developed by Paul Hemp and Jim DeSutter as a part of the Illinois Core Curriculum Project. Mr. Eldon Witt and John Fedderson, Illinois FFA Office, reviewed the materials and offered valuable suggestions regarding technical content. The transparencies were prepared by Vocational Agriculture Service at the University of Illinois. The FFA Cross Word Puzzle has been used with the permission of the Interstate Printers and Publishers, Inc., Danville, Illinois 61832.

TEACHER'S GUIDE

I. Unit: Leadership and citizenship

II. Problem Area: Understanding and participating in FFA.

III. Objectives: At the close of this problem area students will:

1. Be able to explain how, when and why the FFA was organized.
2. Know the aims and purposes, colors, motto, parts of the emblem and organizational structure of the FFA.
3. Be able to recite and understand the meaning of the FFA creed.
4. Be able to describe the role and function of FFA in an agricultural occupations program and in the school and community.
5. Be able to name the four FFA degrees, and the FFA award programs and contests available in Illinois.
6. Be able to name the parts of an FFA program of activities and describe the format used to develop each section.

IV. Suggested interest approaches:

1. Display the FFA paraphernalia and ask class to identify items or tell what they are used for.
2. Ask chapter officers to visit class and conduct the opening and closing ceremony for a meeting.
3. Have chapter officers talk to the class on why FFA is important.
4. Ask class to name reasons why agriculture students should become active members of the FFA. List reasons on chalkboard.
5. Show slide sets on FFA available from State FFA Office.
6. Ask class to name important Americans who were former FFA members.

V. Anticipated problems and concerns of students:

Lead question: "What do we need to know about the FFA or be able to do in order to be an effective FFA member?"

1. When and how was the FFA started?
2. What are the aims or purposes of the FFA?
3. Who may belong?
4. What are the annual dues to the local chapter, state and national associations?
5. Who are the local and state officers?

6. How will FFA programs help me in my agriculture course and my S.O.E.P.?

7. How often and when does the FFA meet?

8. How does the FFA operate?

   a. Aims and purposes
   b. Parts of the emblem
   c. Colors
   d. Motto
   e. Creed
   f. Organizational structure--local, state and national
   g. Salute
   h. Proper use of jacket
   i. FFA foundation

9. What can we do in the FFA?

10. What are the FFA degrees and what are the requirements for the Greenhand Degree?

11. What committees are used in the FFA?

12. What should be included in a program of activities?

13. What award programs and contests are available to FFA members in Illinois?

14. What contributions does the FFA make to the school? to the community?

15. How is the FFA changing?

VI. Suggested learning activities and experiences:

1. Assign class two or three related problems which they have identified and have them find answers in the Student Handbook or Official Manual.

2. Assign the following readings for supervised study:

   Official Manual – pp. 5-11, p. 14 & 78
   VAS Unit 7001
   Student Handbook – pp. 1-30, pp. 36-37, pp. 79-103

3. Repeat process for other problems and concerns alternating supervised study and class discussion.

4. Show class filmstrips and slide sets available from State FFA office or developed at local level.

5. Obtain copies of annual FFA Foundation Report to explain award programs and contests.

6. Use transparencies included with this problem area to supplement information in Official Manual and Student Handbook.

7. Have a senior student come to class and show how the FFA jacket should be worn and used.

8. Have class memorize the FFA creed and practice reciting it in class.

9. Present a short lecture on how FFA, classroom instruction and S.O.E.P. are related.

10. Provide class members with a copy of the FFA program of activities and explain the format including different sections and parts.

11. Work with chapter officers to appoint each freshman class member to at least one standing committee.

12. At the close of the problem area, conduct a review session using questions on FFA which have a short answer to test knowledge of class members.

13. Consider forming a Greenhand Club or subsidiary to get beginning students extra practice in serving as junior officers.

14. Have class members complete the Student Worksheets on FFA Dates and Local and Sectional Programs using the Official Manual and other references and sources.

15. Have class members complete FFA Crossword Puzzle. Additional puzzles are available from Interstate Printers and Publishers, Danville, Illinois.

16. Show Slidefilm 1007 and play cassette available from Vocational Agriculture Service.

VII. Application procedures:

1. Strive for 100% FFA membership in beginning class.

2. Develop plans to get all class members out for the first FFA meeting.

3. Pay dues and order jackets early in the year.

VIII. Evaluation:

1. Prepare a test using questions included with this problem area and administer at end of this section or unit.

2. Have class members evaluate their progress in FFA by keeping records of their accomplishments in their record book or notebook.

IX. References and aids:

1. Official FFA Manual (1980 edition) – National FFA Supply Service.

2. Student Handbook – Production Credit Association or National FFA Supply Service.

3. AV materials available from State FFA Office, Roanoke:

   a. A Proficiency Award for You
   b. More than Profit
   c. Youth with a Purposes
   d. FFA–Future for America
   e. Others (see order form)

4. Other materials available from State FFA Office, Roanoke:

   a. Illinois FFA Award Poster
   b. Illinois Foundation FFA Annual Report
   c. Illinois Foundation Promotional Brochure

5. VAS Slidefilm 1007 and cassette, The History of the Illinois FFA–History in the Making.

STUDENT WORKSHEET ON FFA DATES

Select the proper date from the following list and enter it in the blanks opposite important events in FFA history at the national and state level.

1917	1939	1953	1968
1928	1944	1955	1969
1929	1947	1957	1973
1931	1948	1960	1976
1933	1952	1965	1979

_____ National FFA organization was started.

_____ First National FFA Convention.

_____ Illinois Association of FFA was organized.

_____ President Eisenhower addressed the National Convention.

_____ NFA merged with FFA.

_____ National Future Farmer Magazine first published.

_____ Illinois FFA Foundation established.

_____ State FFA Office established at Roanoke.

_____ President Nixon address the National Convention.

_____ FFA constitution was revised to include girls.

_____ First former FFA member elected to U.S. presidency.

_____ First female to win the National Public Speaking Contest.

_____ National FFA Foundation was founded.

STUDENT WORKSHEET FOR LOCAL AND SECTIONAL PROGRAMS

1. My FFA chapter is located in Section _____ and District _____.

2. The following chapters are in my section:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Our Sectional President is _____ of the _____ Chapter.

4. Sectional activities planned for this year are as follows:

Activity	Date and Location
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. I would like to participate in the following FFA activities and/or committees this year:

_____

_____

_____

_____

_____

_____

6. Names of our chapter officers are as follows:

President _____

Vice President _____

Secretary _____

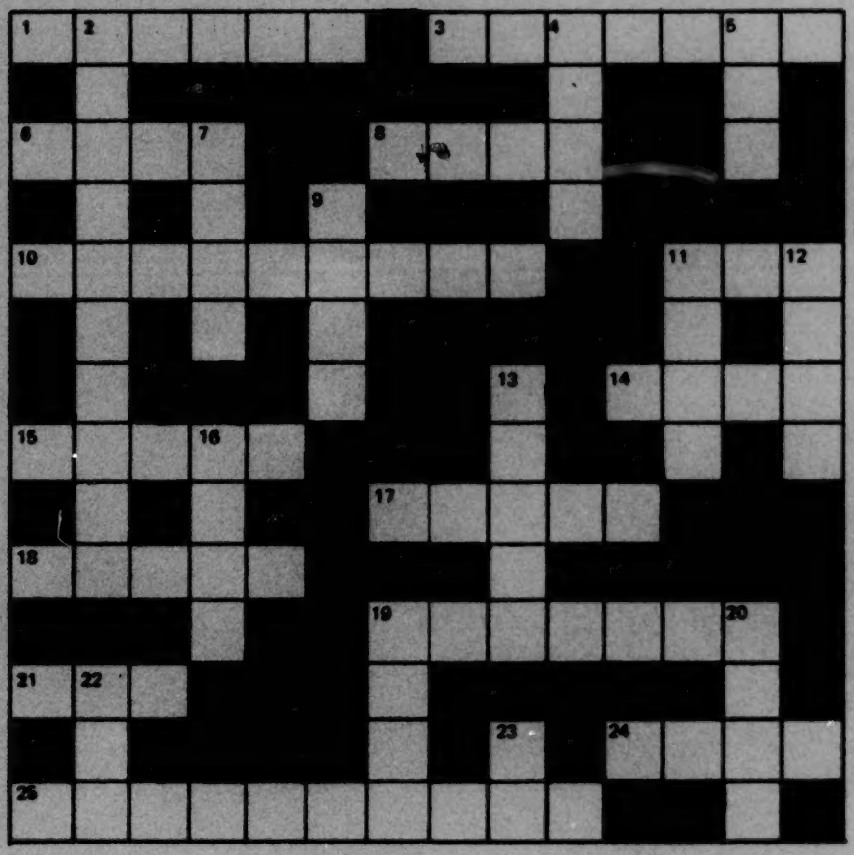
Treasurer _____

Reporter _____

Sentinel _____

Advisor _____

FFA CROSSWORD PUZZLE*



ACROSS

1. Kind of FFA membership.
3. Person stationed by owl.
6. Symbol at Vice-President's station.
8. Building Our American Communities (Abv.).
10. Keeps minutes of chapter meetings.
11. "One Nation under _____."
14. An FFA color.
15. Is indicative of national scope of FFA organization.
17. _____ Hand Degree.
18. Last word of FFA motto.
19. FFA is only youth organization that has such a charter.
21. Abbreviation for Future Farmers of America.
24. Number of symbols that make up FFA emblem.
25. Picture or bust of U.S. President at Treasurer's station.

DOWN

2. Chapter of college students.
4. Type of president.
5. Symbol of knowledge and wisdom.
7. Program of _____.
9. Regional _____ Farmer/Agribusinessman.
11. An FFA color.
12. Paid by FFA members.
13. It was adopted at the third National FFA Convention.
16. Have a strong affection for FFA.
19. Symbol at Reporter's station.
20. Last word of third line of FFA motto.
22. Federal agency that assists with BOAC activities (Abv.)
23. State where National FFA Convention is held (Abv.).

*Used by permission granted by Interstate Printers and Publishers, Inc., Danville, Illinois. Puzzle taken from "Crossword Puzzles for Agriculture and Agribusiness" by Alvin H. Holcomb.

TEACHER'S KEY

STUDENT WORKSHEET ON FFA DATES

Select the proper date from the following list and enter it in the blanks opposite important events in FFA history at the national and state level.

1917	1939	1953	1968
1928	1944	1955	1969
1929	1947	1957	1973
1931	1948	1960	1976
1933	1952	1965	1979

1928 National FFA organization was started.

1928 First National FFA Convention.

1929 Illinois Association of FFA was organized.

1953 President Eisenhower addressed the National Convention.

1965 NFA merged with FFA.

1952 National Future Farmer Magazine first published.

1947 Illinois FFA Foundation established.

1973 State FFA Office established at Roanoke.

1968 President Nixon address the National Convention.

1969 FFA constitution was revised to include girls.

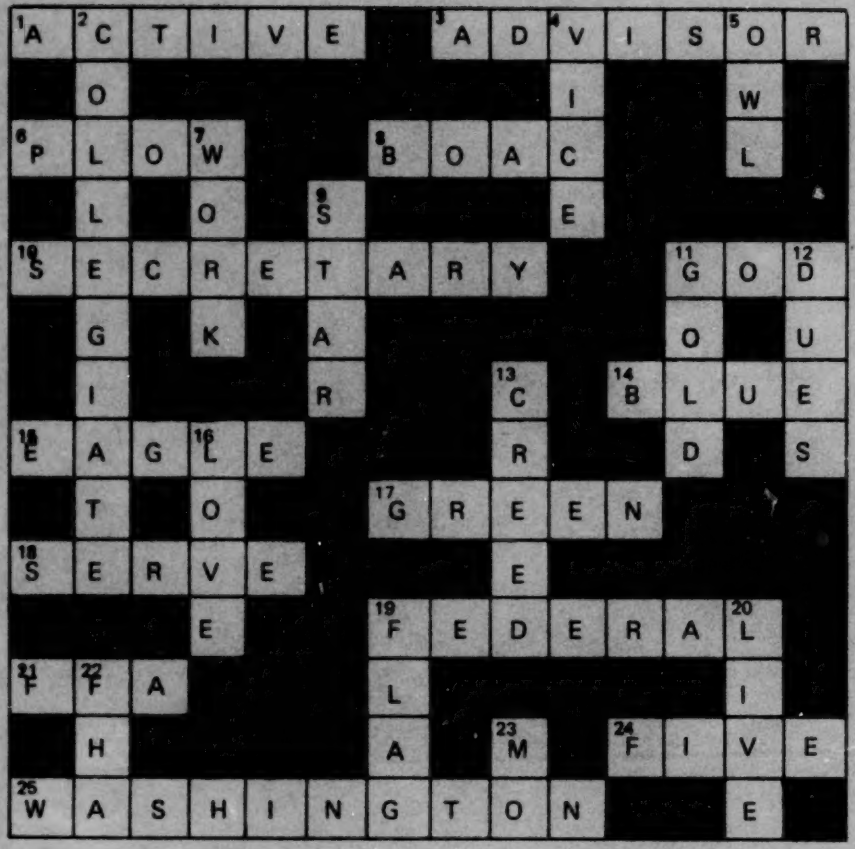
1976 First former FFA member elected to U.S. presidency.

1979 First female to win the National Public Speaking Contest.

1944 National FFA Foundation was founded.

TEACHER'S KEY

FFA CROSSWORD PUZZLE*


A C T I V E A D V I S O R
O I W
P L O W B O A C L
L O S E
S E C R E T A R Y G O D
G K A O U
I R C B L U E
E A G L E R D S
T O G R E E N
S E R V E E
E F E D E R A L
F A L I
F H A M F I V E
W A S H I N G T O N E

ACROSS

1. Kind of FFA membership.
3. Person stationed by owl.
6. Symbol at Vice-President's station.
8. Building Our American Communities (Abv.)
10. Keeps minutes of chapter meetings.
11. "One Nation under _____."
14. An FFA color.
15. Is indicative of national scope of FFA organization.
17. _____ Hand Degree.
18. Last word of FFA motto.
19. FFA is only youth organization that has such a charter.
21. Abbreviation for Future Farmers of America.
24. Number of symbols that make up FFA emblem.
25. Picture or bust of U.S. President at Treasurer's station.

DOWN

2. Chapter of college students
4. Type of president.
5. Symbol of knowledge and wisdom.
7. Program of _____.
9. Regional _____ Farmer/Agribusinessman.
11. An FFA color.
12. Paid by FFA members.
13. It was adopted at the third National FFA Convention.
16. Have a strong affection for FFA.
19. Symbol at Reporter's station.
20. Last word of third line of FFA motto.
22. Federal agency that assists with BOAC activities (Abv.)
23. State where National FFA Convention is held (Abv.)

*Used by permission granted by Interstate Printers and Publishers, Inc., Danville, Illinois. Puzzle taken from "Crossword Puzzles for Agriculture and Agribusiness" by Alvin H. Holcomb.

FFA Degrees

1. Greenhand Degree
2. Chapter Farmer (FFA) Degree
3. State FFA Degree
4. American Farmer Degree

Kinds of FFA Membership

1. Active
2. Alumni
3. Collegiate
4. Honorary

FFA Motto

Learning to Do...
Doing to Learn...
Earning to Live...
Living to Serve...

Colors of the FFA

The colors of the FFA are National Blue and Corn Gold. Blue reminds us that the FFA is a national organization. Gold reminds us that corn is a native American crop grown in every state.

Eleven Standing Committees of a Good Program of Activities

1. Supervised Agricultural Occupational Experience
2. Cooperation
3. Community Service
4. Leadership
5. Conduct of Meetings
6. Earnings, Savings, and Investments
7. Scholarship
8. Recreation
9. Public Relations
10. Participation in State and National Activities
11. Alumni Relations

FFA Aims ands Purposes

The Primary aim of the FFA is the **"development of agricultural leadership, cooperation, and citizenship ."**

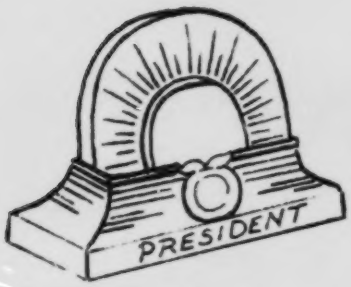
1. To develop competent, aggressive, rural, and agricultural leadership.
2. To create and nurture a love of agricultural life.
3. To strengthen the confidence of students of vocational agriculture in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual occupational experience programs in agriculture and establishment in agricultural careers.
6. To encourage members to improve the home and its surroundings.
7. To participate in monthly undertakings for the improvement of the industry of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

Illlinois Foundation Awards

1. Star Farmer of Illinois
2. Star Agribusinessman of Illinois

3. Agricultural Electrification
4. Agricultural Mechanics
5. Agricultural Processing
6. Agriculture Sales and/or Service
7. Beef Production
8. Corn Production
9. Crop Production
10. Crop Specialty
11. Dairy Production
12. Diversified Livestock Production
13. Fish and Wildlife Management
14. Floriculture
15. Forest Management
16. Fruit and/or Vegetable Production
17. Home and Farmstead Improvement
18. Horse Proficiency
19. Livestock Specialty
20. Nursery Operations
21. Outdoor Recreation
22. Placement in Agricultural Production
23. Poultry Production
24. Safety
25. Sheep Production
26. Small Grain Production
27. Soil and Water Management
28. Soybean Production
29. Swine Production
30. Turf and Landscape Management

Symbols Placed at the Officer's Stations



President–
"Rising Sun"

Vice President–
"The Plow"

Treasurer–
"Bust of George Washington"

Secretary–
"Ear of Corn"

Reporter–
"United States Flag"

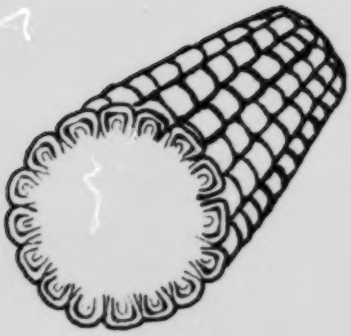
Advisor–
"Owl"

Sentinel–
"Shield of Friendship"

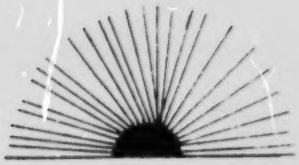
FFA Emblem

EMBLEM

The FFA emblem was designed with much thought and meaning. It is made up of five symbols.



A **cross section of an ear of corn.** The symbol of corn represents our common agricultural interests, is native to America and is grown in every state.



The **rising sun.** It symbolizes progress in agriculture and the confidence that FFA members have in the future.

The **plow.** It is a symbol of labor and tillage of the soil.

The **owl.** It symbolizes wisdom and knowledge.

The **eagle.** This is symbolic of the national scope of the FFA.

Also the words **"Vocational Agriculture"** surround the letters **"FFA."** This tells us that the FFA is an important part of the vocational agriculture/agribusiness program.

Illinois FFA Contests

(page 82)

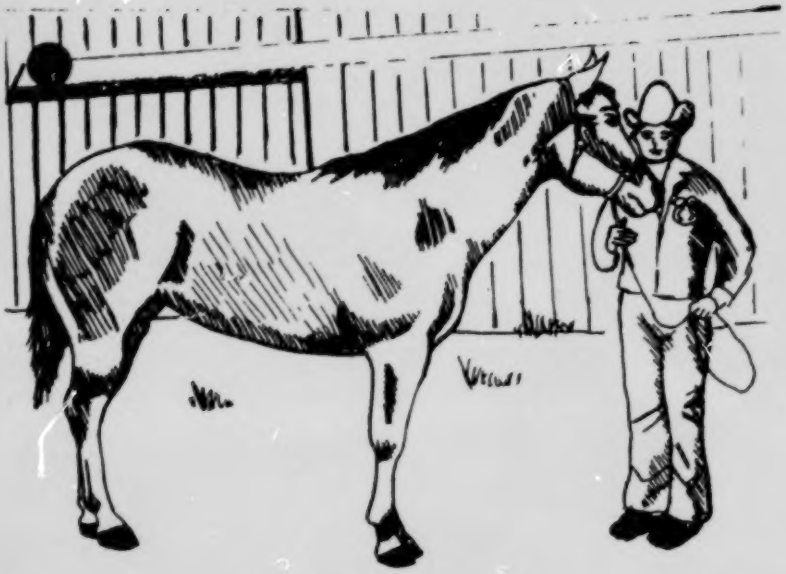
1. Prepared Public Speaking
2. Extemporaneous

(page 84)

3. Agricultural Mechanics

(page 99)

4. Dairy Judging



5. Horse Judging

(page 100)

6. Farm Business Management

7. Crops Judging

(page 102)

8. Poultry Judging

(page 100)

9. Horticulture Judging

10. Livestock Judging

(page 102)

11. Milk Quality and Dairy Foods Judging

(page 101)

12. Meat Judging

1. Land Use Judging

2.Parlimentary Procedure

Chapter Award Programs

1. National Program of Activities
2. National Safety
3. Building Our American Communities BOAC)
4. FB–FFA Heritage Program
5. FB–FFA Cooperative Activities Program
6. Sweepstakes
7. Century
8. Ten Plus

DISCUSSION GUIDE FOR FFA TRANSPARENCIES

I. Transparency No. 1: **FFA Degrees and Kinds of FFA Membership** – Sources – "Official FFA Manual (National Constitution and Bylaws)" and "Student Handbook"

A. FFA Degrees

1. Point out the requirements for each degree.

2. Show the students what each medal looks like for the four degrees.

3. Point out that each chapter may award a Star Greenhand, Star Chapter Farmer, and Star Chapter Farmer-Agribusinessman.

4. Inform the students that Illinois FFA has a section, district, and state Star Farmer and Star Agribusinessman Award.

5. The State FFA also selects a Star American Farmer and Agribusinessman to compete for Star Agribusinessman and Star Farmer of America.

6. Discuss with the class which degree medal should be worn on the jacket. (Remember, only three medals on a jacket--highest degree, award and office.)

B. Kinds of FFA Membership

1. Discuss the requirements and major differences among the four kinds of membership as stated in Article V of the National Constitution and Bylaws in the Official FFA manual.

II. Transparency No. 2: **FFA Motto and Colors of the FFA** – Sources – "Student Handbook" and "Official FFA Manual."

A. Discuss the meaning of the FFA motto.

B. Remind the students that they should know both of these in order to receive their Greenhand Degree.

III. Transparency No. 3: **Eleven Standing Committees of a Good Program of Activities** – Sources – "Student Handbook" and "Official FFA Manual."

A. Explain to student what a program of activities is and why it is important.

B. Discuss each of the eleven areas so the students understand what is involved in each one. The Student Handbook gives suggested activities for each area.

C. Additional information may be found in "A Guide for Use in Planning Your FFA Chapter Program of Activities" in the FFA Activities Handbook.

D. Stress that each area must be done well, in order to have a well-rounded chapter and that each member must do his or her share.

IV. Transparency No. 4: **FFA Aims and Purposes** – Sources – "Official FFA Manual" and "Student Handbook."

A. Discuss why agricultural leadership, cooperation and citizenship are important.

B. Discuss with class, what each one of the twelve aims and purposes mean. (See information in Student Handbook.)

V. Transparency No. 5: **Illinois Foundation Awards** – Sources – "Annual Report Illinois Foundation FFA" and "Illinois FFA Advisor's Guide."

A. Go through each one and discuss the different types of projects that would fit under each area.

B. Show class which record book is needed for each area.

C. Point out that students can compete at the sectional level and beyond during their junior and senior year in high school.

D. Inform the students on how the section selects their winners and that they can win just one award area, beside Section Star Farmer or Agribusinessman.

E. Point out which ones are state and which ones are national award areas.

VI. Transparency No. 6: **Symbols Placed at the Officer's Stations** – Sources – "Official FFA Manual" and "Student Handbook."

A. After going through all the officer's symbols, select six students and have them go through the opening ceremonies with you. Have the students listen closely to what each officer says.

B. Ask class if they feel opening ceremonies are important and why.

C. You may want to point out that the order of business can be flexible to meet the chapter's needs. For example, the chapter may have a guest speaker who can only stay for a few minutes. Thus, you may put special features right after the minutes of the previous meeting in order to accommodate the speaker.

VII. Transparency No. 9: **FFA Emblem** – Sources – "Official FFA Manual" and "Student Handbook."

A. Go through each symbol and explain what it means.

B. If you have a large FFA emblem, have it on display so the students can look at the whole emblem while discussing its parts.

VIII. Transparencies No. 10a – 10e: **Illinois FFA Contests** – Sources – "Illinois FFA Advisor's Guide."

A. Discuss what is involved in each contest. For example, the prepared public speaking has to be 6–8 minutes long, and a problem solution type speech.

B. Tell when the contest is held and if it is a section, district and/or state contest.

C. Point out which contests are national contests.

D. Inform students of awards and recognition of each contest for chapter and individual winners.

E. Go over any special contest in your section or chapter that was not mentioned on the transparency.

IX. Transparency No. 12: **Chapter Award Programs** – Sources – "Illinois FFA Advisor's Guide."

A. National Program of Activities

1. Point out that there are different ratings of the program of activities. They are superior, state gold, silver, bronze, or honorable mention.

2. Explain what the Banker's Plaque is.

3. Explain how a program of activities qualifies for the national contest.

4. Show entry forms to class.

B. National Safety

1. Explain all the different award levels; superior, section, state, and national gold, silver and bronze.

2. Show applications.

3. Give examples of safety projects.

C. Building Our American Communities

1. Explain "Area" award.

2. Explain State Contest and Governor's Citation.

3. Explain how chapter gets to National Contest and the National Citation.

4. Show entry forms and give examples of projects.

D. FB–FFA Heritage Program

1. Give an overview of this program.

2. Inform students that this contest is only a state contest.

3. Tell about awards and trip.

4. Show class entry forms.

E. FB–FFA Cooperative Program (Same procedure as for D)

F. Sweepstakes

1. State Contest only.

2. Must have participated in Program of Activities, BOAC, Safety, Heritage, and Cooperation to get recognition.

G. Century

1. State Contest.

2. Inform students that this award involves having the same number of FFA members as are enrolled into agriculture classes.

3. Chapters recive a Chapter certificate and if a chapter receives a Certificate five years in a row, a Chapter plaque is awarded.

H. Ten Plus

1. A new program sponsored by the National FFA which involves getting ten additional members over previous year's enrollment.

2. Inform class that chapter receives a certificate for meeting this quota.

KEY TO

SUGGESTED TEST QUESTIONS AND ANSWERS

FOR FFA LEADERSHIP

(More questions are presented to you than you may want to give to your class. This way you may select the ones that you feel are most appropriate to the subject area that you have covered.)

TRUE (+) - FALSE (0)

+ 1. Henry Groseclose will always be remembered as the "Father of the FFA".

0 2. The national organization was organized in the fall of 1926.

0 3. Girls were admitted into FFA membership at the 1965 national convention.

0 4. R. M. Ramit wrote the FFA Creed.

+ 5. There are four kinds of membership in the FFA: Active, Collegiate, Honorary, and Alumni.

+ 6. The primary aim of the FFA is the development of agricultural leadership, cooperation, and citizenship.

0 7. There are six symbols on the FFA emblem and the words "Vocational Agriculture" surround the letters FFA.

0 8. The FFA jacket should only be worn by present members, past members and FFA Alumni members.

0 9. Opening ceremonies are not real important unless your chapter is having a banquet or there are guests at your chapter meetings.

0 10. The reporter is stationed by the ear of corn.

+ 11. George Washington is the FFA's patron Saint.

+ 12. Illinois has thirty Foundation Awards.

+ 13. The program of activities is broken down into eleven different areas.

0 14. All chapter officers should sit in the front of the room with the chapter president.

0 15. The BOAC program stands for "Beautifying Our Agricultural Community."

0 16. The Illinois State FFA Convention is held every year during November.

0 17. Andy Kinzie was the first national FFA president.

+ 18. Homer Edwards was Illinois' first state president.

+ 19. Illinois' FFA organization was chartered August 15, 1929.

+ 20. The National FFA Alumni Association was established in 1971.

+ 21. The first National FFA Convention was held in Kansas City, Missouri.

+ 22. The Governor's Citation is the award given to the state winner in the BOAC program.

0 23. A member may wear a maximum of five medals on his or her jacket.

0 24. There are thirty sections and five districts in the Illinois FFA.

+ 25. The American Farmer is the highest active degree that a FFA member can receive.

+ 26. The vice-president has the symbol of the plow for labor and tillage of the soil.

0 27. The primary responsibility for FFA Chapters to perform is to conduct fund raising projects.

+ 28. The FFA Foundation is a voluntary group of people that provide money and other awards to outstanding members of the FFA.

0 29. Parliamentary procedure should not be used in a chapter meeting because it just causes confusion to the new members.

0 30. A FFA chapter will function best when members operate as individuals, looking out for their own personal benefits first.

0 31. The FFA Creed does not have any real importance or meaning to FFA members because it was written a long time ago.

0 32. There are five major state officers elected at the State Convention each year.

+ 33. The American eagle is a symbol of the national scope of the FFA organization.

0 34. Closing ceremonies should be the very last order of business for a FFA meeting. This even includes after any entertainment, recreation or refreshments.

+ 35. When competing for an Illinois FFA Foundation Award, the member must have completed a record book for tne judges to look at.

+ 36. There are 12 aims and purposes of the FFA besides its primary aim.

+ 37. Illinois has a state contest in Horse Judging, Ag. Mechanics, Farm Business Management, Poultry, Horticulture, Crop Judging, but only a sectional contest in Land Use Judging, and Parliamentary Procedure.

+ 38. A chapter that receives a superior chapter rating in the program of activities may either be an Honorable Mention, Bronze, Silver or Gold recipient on the state level, providing they fill out a completed yellow report Form II and hand it into the section president on time.

0 39. Before the FFA was organized, there were no previous records of Ag. clubs organized to help agriculture students.

+ 40. Ivan Peach was Illinois' first state public speaking winner.

+ 41. The Illinois Banker's plaque is an award given to the best program of activities in each section.

0 42. Currently there are 48 state associations in the FFA.

+ 43. Lynette Marshall became the first female to win the National Prepared Public Speaking Contest.

+ 44. The Illinois FFA Alumni Association was chartered in 1971.

0 45. Any student who is in high school and interested in being in the FFA may become an active member of any chartered FFA chapter.

+ 46. In order to receive the American Farmer Degree, the student must have been out of high school for at least 12 months prior to the convention in which the member would receive this award.

+ 47. In 1917, Congress enacted into law a proposal called "The Smith-Hughes Act" to provide funds and encouragement for establishing high school courses in vocational agriculture.

+ 48. There were 33 official delegates from 18 states at the first National FFA Convention.

+ 49. Illinois was the 21st state to be chartered as an official state organization of the Future Farmers of America.

0 50. The FFA Creed consists of a total of three paragraphs which all begin with the words "I believe . . . . ."

+ 51. The FFA motto consists of just 12 words, but they carry a lot of meaning.

+ 52. In order to become a Greenhand, the student must have a satisfactory supervised agricultural occupational experience program planned for the current year.

0 53. The president's symbol is the setting sun, representing a golden past in agriculture.

0 54. Leadership skills may be obtained from being a chapter officer, but it is not really intended for the chapter members.

0 55. A key to the successful operation of any FFA chapter is staying away from forming any kind of committees.

+ 56. There are 22 proficiency awards offered at the national FFA level.

0 57. The nice thing about the FFA is that members may receive their state or chapter FFA degree without receiving their Greenhand degree.

+ 58. The National FFA Convention is the largest annual student convention in the nation.

+ 59. National FFA Week is celebrated the same week every year. This is during the week of George Washington's birthday.

+ 60. The National FFA Supply Service began to operate in 1948.

0 61. Public relations is not real important to a FFA chapter because most people already know about the FFA anyway.

0 62. The National FFA Center is divided into 12 different divisions.

+ 63. In 1977, the FFA celebrated its Golden Anniversary and kicked off FFA's 50th year of existence.

0 64. "Alumni Membership" is open only to former active FFA members, past agriculture teachers, and current parents of FFA members.

+ 65. The National FFA is divided into four regions: Western, Central, Southern, and Eastern Region.

+ 66. In electing national officers, six officers are elected: president, secretary and a vice-president from all four regions.

+ 67. In addition to the Opening and Closing Ceremony, there are also a Greenhand Ceremony, Chapter Farmer Ceremony, Honorary Member Ceremony, State Farmer Ceremony, American Farmer Degree Ceremony and Installation of Officer's Ceremony.

0 68. The FFA code of ethics which was adopted at the 1952 National FFA Convention is a good example of how rapidly the FFA has changed, since the FFA does not recognize this code of ethics anymore.

0 69. A good chapter president should make all the important chapter decisions without bothering other chapter members. This way the chapter meeting will go faster and members will not have to listen to other opinions when the chapter president's idea is probably the best one.

+ 70. Although the FFA stands for Future Farmers of America, the organization tries to encourage not only farm students, but any male or female who is interested in agriculture regardless of what kind of agricultural background they have.

(Some of the multiple choice, fill in the blank, and matching questions may overlap in content with the previous true-false questions.)

MULTIPLE CHOICE

D 71. Which of the following is not a state competition FFA contest:

A. Livestock Judging
B. Agricultural Mechanics
C. Poultry Judging
D. Parliamentary Procedure

A 72. The National FFA Center is located at:

A. Alexandria, Virginia
B. Kansas City, Missouri
C. Washington, D.C.
D. Richmond, Virginia

E 73. Which one is not a requirement for the Chapter Farmer Degree?

A. Student must have an approved supervised agricultural occupational experience program.
B. Student must have completed at least one semester of agriculture.
C. Student must be regularly enrolled in a vocational agriculture class.
D. None of these are requirements.
E. All of these are requirements.

D 74. How many states including Illinois are in the Central Region?

A. 18
B. 10
C. 14
D. 12

C 75. Three taps of the gavel means:

A. Everyone must be seated.
B. That discussion of a main motion has started.
C. That all members should stand.
D. That the meeting or activity has lasted for three hours.

A 76. How many national proficiency awards are there?

A. 22
B. 24
C. 30
D. 28

B 77. Which one is not a requirement of receiving the Greenhand Degree?

A. Student must be enrolled in vocational agriculture.
B. Student must have kept a record book and made at least $50.
C. Own personally or have access to an official FFA Manual.
D. None of these are requirements.
E. All of these are requirements.

D 78. Which chapter officer should send local stories to the local news media?

A. President
B. Vice-President
C. Secretary
D. Reporter

B 79. Which officer should supervise all chapter committee operations?

A. President
B. Vice-President
C. Secretary
D. Reporter

C 80. The _____ program is an activity to involve vocational agriculture students in communicating to elementary school children the story of how food gets from farm to consumer.

A. BOAC
B. People to People
C. Food for America
D. EAT

81. Match the following to its proper official FFA symbol:

J	President	A. Bible
K	Vice-President	B. Bust of Washington
I	Secretary	C. Owl
B	Treasurer	D. Gavel
F	Reporter	E. Does not have an official symbol
L	Sentinel	F. American flag
C	Advisor	G. Record book
E	Chaplain	H. Not listed
		I. Ear of corn
		J. Rising sun
		K. Plow
		L. Shield of friendship

LIST, SHORT ESSAY AND FILL-IN-THE-BLANK ITEMS

82. The official FFA Salute is the Pledge of Allegiance .

83. The FFA colors are National Blue and Corn Gold .

84. The four degrees in the FFA are Greenhand, Chapter Farmer (FFA) , State Farmer, and American Farmer .

85. What is the FFA Motto?
Learning to Do
Doing to Learn
Earning to Live
Living to Serve

86. Write the first paragraph of the FFA Creed.
I believe in the future of farming, with a faith born not of words but of deeds - achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

87. The five symbols of the FFA emblem are rising sun , cross section of an ear of corn , plow , eagle , and owl with the words "Vocational Agriculture" surrounding the letters "FFA".

88. The four kinds of membership in the FFA are Active , Alumni , Collegiate , and Honorary .

89. What is the primary aim of the FFA? the development of agricultural leadership, cooperation, and citizenship

90. Make a diagram of the correct arrangement for a meeting.

President

Reporter — Secretary

Treasurer — Advisor

Vice-President (Sentinel - stationed by the door)

91. Name six of the eleven standing committees for the program of activities.

1. Supervised Agricultural Occupational Experience
2. Cooperation
3. Community Service
4. Leadership
5. Earnings, Savings, and Investments
6. Conduct of Meetings

Scholarship, Recreation, Public Relations, State and National Activities, Alumni Relations

92. After the minutes of the previous meeting, the President says "Thank you. Future Farmers, why are we here?" Write down the short saying that every FFA member says at this time. "To practice brotherhood, honor rural opportunities and responsibilities, and develop those qualities of leadership which a Future Farmer should possess.

93. In Illinois, there are 30 foundation proficiency awards. Name 10 (additional to the examples) of these and tell if they are state or both state and national proficiency awards.

Examples: 1. Corn Production - State only
2. Agricultural Processing - Both

(Refer to Illinois FFA Foundation Report)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Questions 94-98, choose names from list below.

94. Who is the State FFA Advisor? D.

95. Who is the State FFA Executive Secretary? B

96. Who is the State FFA Associate Executive Secretary? F

97. Who is the National FFA Advisor? H

98. Who is the National FFA Executive Secretary? A

A. C. Coleman Harris
B. Eldon Witt
C. H. N. Hunsicker
D. William Schreck
E. Julian Campbell
F. John H. Feddersen
G. Milbourn Powel
H. Byron Rawls

99. Where is the State FFA office? Roanoke, Illinois

100. What is the official magazine of the FFA called? The National Future Farmer

101. What pins may officially be worn on the FFA jacket? no more than three representing the highest degree earned, highest office held and highest award earned by member

102. During which convention was the creed adopted? 3rd National Convention revised at the 38th Convention

103. What is the name of the Illinois State Magazine? Your Illinois FFA

104. What is the approximate membership of the Illinois FFA? 16,506 in 1980
(Question 104 will vary from year to year -- refer to your own chapter.)

105. Name the four major state officers and the office they hold:

106. Who is the National President?

107. Does Illinois have a national officer?

108. What section is your chapter in?

109. Who is your Section President?

110. How many schools are in your section?

111. What district is the chapter in?

112. Name your chapter officers.

104-112 - depends on the year of your chapter

DESCRIPTION OF SLIDES AND FILMS

FOOD FOR AMERICA – FFA Tells the Story
How to plan, organize and carry out an agriculture education program for elementary school children.

A PROFICIENCY AWARD FOR YOU and MORE THAN PROFIT
Explains 22 proficiency award programs available to FFA members, how to get involved in the proficiency award program and what awards are available to FFA members at the local, state, regional and National levels.

YOUTH WITH A PURPOSE
An historical sketch of FFA depiciting FFA's role in Vocational Agricultural/Agribusiness program.

A CLOSE-UP LOOK AT FFA NATIONAL
An historical presentation of the National FFA Center with a description of functions and services available.

JOURNEY TO SAFETY and SAFETY MAKES SENSE
How to plan and organize for participation in the National FFA Chapter Safety Award Program.

FFA – FUTURE FOR AMERICA
An upbeat sketch of America's agricultural history showing the importance of agriculture all through the development of our nation. Shows the role of vocational agriculture and FFA in agriculture's progress with a look to the future of continuing activities to prepare young people for roles in leadership and careers in agriculture.

PLANNING A SUCCESSFUL CHAPTER BANQUET
A guide to planning, organizing and carrying out a successful chapter banquet.

A SALUTE TO THE AMERICAN VOCATIONAL AGRICULTURE INSTRUCTOR
A brief history of food production leads to a presentation depicting the importance of the vocational agriculture instructor in preparing young people for careers in agriculture.

FFA – AGRICULTURE'S NEW GENERATION
A new generation of agriculturists in preparing for jobs on the farm and in agribusiness. The vocational agriculture and FFA programs are helping young people prepare for careers now and in the future. Viewers get a look at the present as well as a futuristic look into agriculture and agribusiness in the next 50 years.

FFA UNITES YOUTH WITH OPPORTUNITIES
A fast moving story depicting agriculture as a large and growing industry in which young people can be involved.

FFA AT 50
A scrapbook of 50 years of FFA history in slides and music. The sound track includes music from each decade to accompany slides illustrating major achievement of the FFA.

REACH OUT-HERE COMES TOMORROW
A look at careers in agriculture within the eight taxonomy areas. Futuristic theme, and original motivational soundtrack.

THE EXTRA TEACHER
Fast moving, motivational piece introducing the Student Handbook to teachers and others. A good one for your greenhands before you pass out the book.

FFA LEADERS SPEAK – LEADERSHIP
Leadership abilities and motivation by Past National FFA officers.

PREPARING FOR PROGRESS
A look at agriculture's challenges and successes of vocational agriculture students.

* * * * * * *

CONVENTION TIME – FFA (THIS FILM AVAILABLE FROM VENARD FILMS, LTD. Box 1332, Peoria, IL 61654) 27 minute film designed to give FFA members a sense of what it is like to attend a National FFA Convention.

UNIT B: LEADERSHIP AND CITIZENSHIP

PROBLEM AREA: DUTIES AND RESPONSIBILITIES OF FFA MEMBERS

SUGGESTIONS TO THE TEACHER:

These materials are designed to be used at the ninth grade level or with beginning students in agriculture. The problem area on Understanding and Participating in FFA should be taught prior to the teaching of this problem area; however, some time interval between the two areas might be scheduled. Teachers should schedule 3 to 5 days of instructional time for this problem area. In order to participate effectively in FFA, student members will need to learn basic skills in parliamentary procedure which is included in the Core I program for ninth grade students. To prepare for the teaching of this problem area, the teacher should do the following:

1. Have necessary FFA paraphernalia available so meeting room can be properly prepared.
2. Schedule films and slide sets for this problem area by contacting State FFA Office in Roanoke.
3. Invite Sectional FFA President to speak to class as a part of this problem area.

CREDIT SOURCES:

These materials were developed through funding agreement, R-33-21-D-0542-388 with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in these materials do not reflect, nor should they be construed as policy or opinion of the State Board of Education or its staff.

The teacher's guide, worksheets, and transparencies in this problem area were prepared by Paul Hemp , Division of Agricul,tural Education, University of Illinois as a part of the Illinois Core Curriculum Project. The test questions and VAS Subject Matter Unit 7001 were prepared by Vocational Agriculture Service staff at the University of Illinois.

TEACHER'S GUIDE

I. Unit: Leadership and citizenship

II. Problem area: Duties and responsibilities of FFA members

III. Objectivies: At the close of this problem area, students will:

1. Be able to list duties and responsibilities of FFA members.
2. Be able to list duties of all chapter officers.
3. Know how to plan a meeting.
4. Be able to arrange the meeting room according to directions included in the Official Manual.
5. Recite the part of one officer in the opening and closing ceremony.
6. Be able to list the order of business for a chapter meeting.

IV. Suggested interest approaches:

1. If student interest has been developed during the previous problem area on "Understanding and Participating in FFA," an extensive interest approach for this problem area will not be necessary.
2. Instructor should give class an overview of the problem area indicating that the following four areas of content are to be covered:
   a. Duties and responsibilities of members.
   b. Duties and responibilities of officers.
   c. Planning a chapter meeting.
   d. Conducting a chapter meeting.
3. Announce to class the date and time of the next chapter meeting and point out the importance of getting ready for this meeting.

V. Anticipated problems and concerns of students:

1. What are the responsibilities of members in the following areas:
   a. Personal appearance
   b. Behavior
   c. FFA Code of Ethics
   d. Participation in chapter meetings

2. What are the duties of the following officers: president, vice-president, secretary, treasurer, reporter, sentinel?

3. What qualifications are required to be a chapter officer, state officer, and national officer?

4. What are the symbols of each FFA office?

5. What are the keys to a successful chapter meeting?

6. What is the established order of business?

7. How should the meeting room be arranged?

8. What are the members' and officers' response in the opening and closing ceremony?

9. What is an agenda and how should it be developed?

VI. Suggested learning activities and experiences:

1. Assign the following readings as a supervised study period:

   Official Manual – pp. 12-13, pp. 15-18, pp. 16-29.
   VAS Unit 7001
   Student Handbook – pp. 39-48, pp. 74-77.

2. Show class FFA transparencies and explain and discuss them.

3. Have students complete the FFA Student Worksheets on Officer Duties and Meeting Room Arrangement.

4. Role play the opening and closing ceremony giving each class member an opportunity to recite an officer's part.

5. Have class arrange the classroom for a meeting and conduct a mock meeting using the correct order of business.

6. Show the film, "Food from Farm to You" available on a loan basis from the State FFA Office in Roanoke.

7. Show the slide set entitled, "FFA Unites Youth with Opportunities" available on loan basis from the State FFA Office in Roanoke.

8. Invite the Sectional FFA President to speak to the class on duties and responsibilities of members and officers.

VII. Application procedures:

1. In order to apply what has been learned in class, all members should become active FFA members.

2. Maximum application for freshmen students can be achieved through the organization of a Greenhand Club to give younger students an opportunity to assume leadership roles.

3. Freshmen class could assume responsibility for arranging the meeting room for local chapter meetings.

VIII. Evaluation:

1. Select appropriate questions from list included in this material to use as a test at the end of the problem area.

2. Collect and grade student notebooks.

IX. References and aids:

1. Official FFA Manual (1980 edition) – National FFA Supply Service

2. Student Handbook – National FFA Supply Service

3. Film "Food from Farm to You" – State FFA Office

4. Slide Set "FFA Unites Youth with Opportunities" – State FFA Office

5. Transparencies, student worksheets, test questions, and teacher' guide included with this problem area.

6. VAS Unit 7001

STUDENT WORKSHEET ON MEETING ROOM ARRANGEMENT AND SYMBOLS

Complete the meeting room arrangement by writing in the name of the officer for each of the seven stations.

Complete the following lists by writing in the name of the office and its symbol.

	Office	Symbol
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____

STUDENT WORKSHEET ON OFFICER DUTIES

Write the name of the officer in the blank following the duty which goes with his or her office.

	Duty	Officer
1.	Prepare the agenda for each meeting.	_____
2.	Issue membership cards.	_____
3.	Collect dues.	_____
4.	Chair the earnings and savings committee.	_____
5.	Prepare the meeting room.	_____
6.	Supervise chapter committee operations.	_____
7.	Take charge of candidates for degree ceremonies.	_____
8.	Work with local media on radio and T.V.	_____
9.	Coordinate the activities of the chapter.	_____
10.	Have copies of the constitution and by-laws.	_____
11.	Prepare news reports.	_____
12.	Assist with entertainment and refreshments.	_____
13.	Preside at meeting in absence of president.	_____
14.	Appoint committees.	_____
15.	Attend to chapter records.	_____
16.	Prepare a chapter scrapbook.	_____
17.	Prepare chapter budget.	_____
18.	Call special meetings.	_____
19.	Count and record rising vote when taken.	_____
20.	Assist in maintaining the chapter bulletin board.	_____

STUDENT WORKSHEET ON MEETING ROOM ARRANGEMENT AND SYMBOLS

Complete the meeting room arrangement by writing in the name of the officer for each of the seven stations.

2 Secretary

3 Advisor

FRONT

1 President

MEMBERS

4 Vice-President

DOOR

7 Reporter

6 Treasurer

5 Sentinel

Complete the following lists by writing in the name of the office and its symbol.

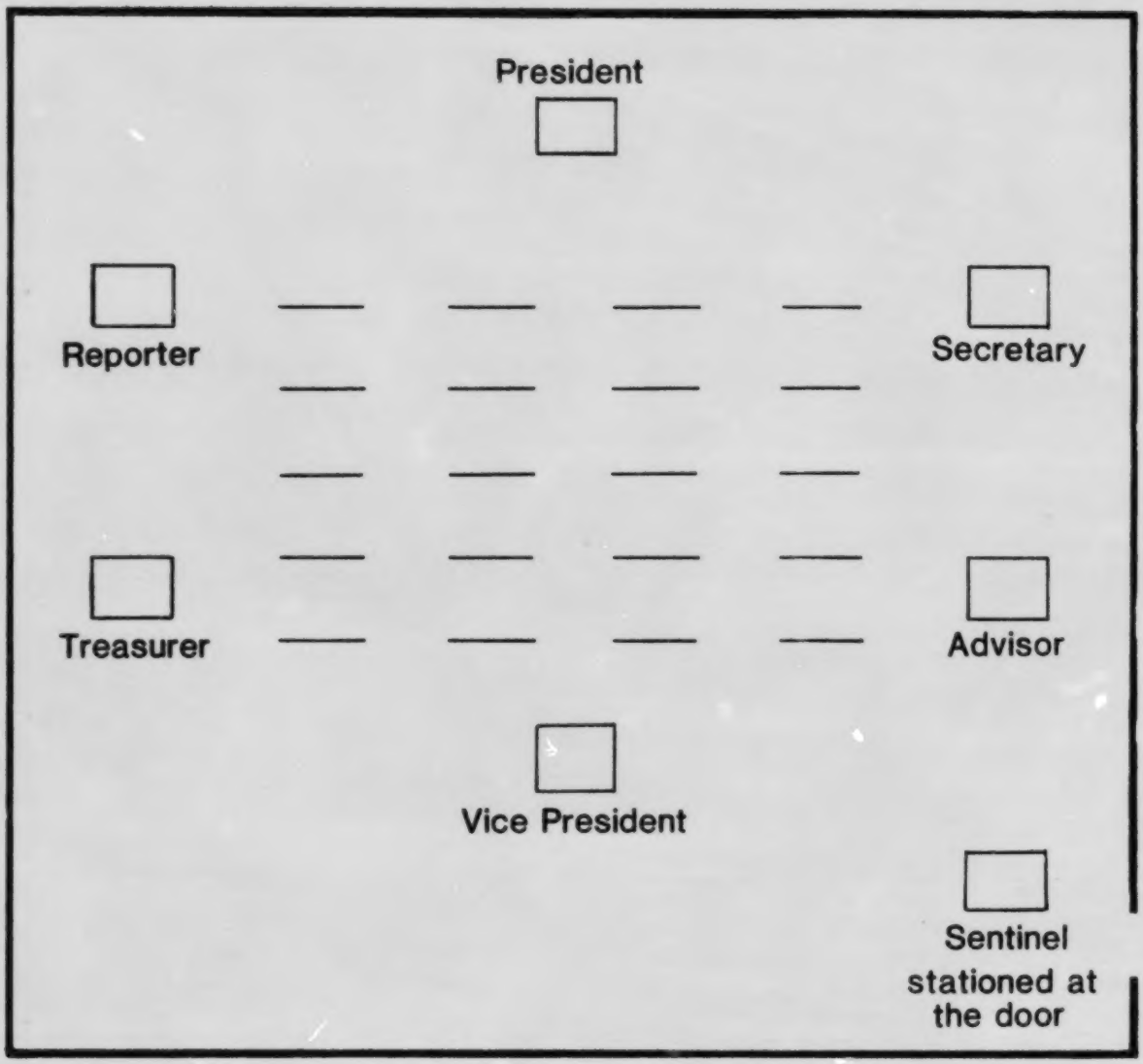
	Office	Symbol
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____

STUDENT WORKSHEET ON OFFICER DUTIES

Write the name of the officer in the blank following the duty which goes with his or her office.

	Duty	Officer
1.	Prepare the agenda for each meeting.	President
2.	Issue membership cards.	Secretary
3.	Collect dues.	Treasurer
4.	Chair the earnings and savings committee.	Treasurer
5.	Prepare the meeting room.	Sentinel
6.	Supervise chapter committee operations.	Vice-President
7.	Take charge of candidates for degree ceremonies.	Sentinel
8.	Work with local media on radio and T.V.	Reporter
9.	Coordinate the activities of the chapter.	President
10.	Have copies of the constitution and by-laws.	Secretary
11.	Prepare news reports.	Reporter
12.	Assist with entertainment and refreshments.	Sentinel
13.	Preside at meeting in absence of president.	Vice-President
14.	Appoint committees.	President
15.	Attend to chapter records.	Secretary
16.	Prepare a chapter scrapbook.	Reporter
17.	Prepare chapter budget.	Treasurer
18.	Call special meetings.	President
19.	Count and record rising vote when taken.	Secretary
20.	Assist in maintaining the chapter bulletin board.	Reporter

Room Arrangement for FFA Meetings



Order of Business for a Chapter Meeting

Agenda

1. Opening ceremony
2. Minutes of the previous meeting
3. Officer reports
4. Report on chapter program of activities
5. Special features
6. Unfinished business
7. Committee reports
   a. Standing
   b. Special
8. New business
9. Degree and installation ceremonies
10. Closing ceremony
11. Entertainment, recreation, refreshments

Keys To Successful Chapter Meetings

1. Establish a meeting schedule for the year.
2. Have Executive Committee meet one week ahead of the chapter meeting to plan agenda.
3. Include three elements in each meeting – Business, Program, and Recreation and/or Refreshments.
4. Use opening and closing ceremonies.
5. Arrange meeting room properly.
6. Follow correct order of business.
7. Have something of genuine interest to do.
8. Develop pride in FFA meetings.
9. Involve all members.
10. Use proper parliamentary procedure.

DISCUSSION GUIDE FOR FFA TRANSPARENCIES

I. Transparency No. 7: **Room Arrangement for FFA Meetings** – Sources – "Official FFA Manual" and "Student Handbook"

A. Explain where each officer should be stationed in a meeting room.

II. Transparency No. 8: **Order of Business for a Chapter Meeting** – Sources – "Official FFA Manual" and "Student Handbook"

A. Go through each item in the order of business and discuss who gives the report and explain the purpose of each report. (Report on Chapter Program of Activities: the members who are in charge of each of the eleven areas should give a progress report on their committee.)

III. Transparency No. 11: **Keys to Successful Chapter Meetings** – Sources – "Official FFA Manual."

A. Ask class why each one may be important to have a successful chapter.

B. Ask class if they can think of any other ideas that are important to having a successful chapter meeting. An example may be starting the meeting on time and not running it too long.

UNIT B: LEADERSHIP AND CITIZENSHIP

PROBLEM AREA: DEVELOPING BASIC PARLIAMENTARY SKILLS

SUGGESTIONS TO THE TEACHER:

This instructional packet is designed for use with ninth grade or beginning students enrolled in an agricultural or horticultural occupations program. The recommended time for teaching this problem area is during the fall semester or prior to the FFA Sectional Parliamentary Procedure Contest. It is important that beginning students receive instruction in parliamentary procedure so they can participate effectively in FFA and other organizational meetings. The estimated instructional time for this problem area is 7-10 days depending on how far the teacher wishes to go in developing parlimentary procedure skills at the freshmen or sophomore level. If the teaching plan is limited to classroom discussion with little or no practice the instructional time can be seven days or less. If students are to be involved in mock meetings, role playing and other activity exercises, the instructional time will need to be increased.

CREDIT SOURCES:

These materials were developed through a funding agreement, R-33-21-D-0542-388 with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, Illinois 62777. Opinions expressed in these materials do not reflect, nor should they be construed as policy or opinion of the State Board of Education or its staff.

The teacher's guide, information sheet, and test questions were developed by Paul Hemp and John Kermicle. Transparency masters and the transparency discussion guide were prepared by Vocational Agriculture Service. Suggestions and guidance in the development of these materials were provided by Eldon Witt and John Fedderson, Illinois Association FFA, Donald Uchtman, Professor of Agricultural Law and Roger Courson, Vocational Agriculture Service, University of Illinois.

INFORMATION OUTLINE FOR PARLIAMENTARY PROCEDURE

I. INTRODUCTION

A. History
   1. Began as rules of conduct in the English Parliament.
   2. Parliamentary law today is significantly different; frequently organizations interpret parliamentary law to satisfy members needs.
   3. Examples of its use: School Board, Political Conventions, Service Groups, Pork Producers' meeting, State FFA Conventions, etc.

B. Purpose
   1. To provide order in the meeting place.
   2. To uphold the rule of the majority.
   3. To protect the rights of the minority.

II. DUTIES OF THE PRESIDENT

A. A president **presides** over the meeting; he or she does not direct the meeting.

B. The president should always restate the motion and become knowledgeable on how to respond to each motion.

C. The president should use the gavel properly:
   1. One tap of gavel should follow announcement of vote.
   2. The gavel can be used to maintain order.
   3. The gavel should be used properly as stated in the FFA opening and closing ceremony.

D. The president votes in case of a tie.

III. VOTING PROCEDURES

A. Voice vote, by saying "aye" or "no" (strictly speaking this should be "aye" or "nay" or "yes" or "no").

B. Rising vote, which includes standing or a show of hands.

C. A secret ballot or written vote.

IV. TERMINOLOGY

A. Presenting a motion.
   1. Obtain the floor.
   2. Example: "I move that we . . . .," Never, "I make a motion . . . ."

B. Seconding the motion.
   1. In general most motions should be "seconded" before being discussed or voted on.
   2. Members need not be recognized by chair and need not rise.
   3. Example: "I second the motion."

C. Debate or discussion of the motion (question).
   1. Discussion should be limited to question under consideration, and primarily intended to bring out facts about it.
   2. The member that made the motion has first and also last discussion, if so desired.
   3. Speakers should avoid:
      a. Personalities.
      b. Motives of the opposition.
      c. Reference to members by name.

D. Types of votes.
   1. Simple majority: One more then half the members present.
   2. 2/3 majority: One more than 2/3 of the members present. Used when the rights of a member or members will be limited. May require a rising vote.

E. Order of precedence.
   1. There is an order or rank to motions.
   2. See transparency overlay of pyramid.

F. Reconsideration.
   1. Some motions give the chance of members to change their minds; others do not.
   2. This will be specified on each motion discussed.

V. MAIN MOTION

A. Presented to introduce business or a proposal for chapter to act on.
B. Requires a second; is debatable and amendable; requires a majority vote; can be reconsidered.
C. Example: "I move that we host a crime prevention school for the community."

VI. SUBSIDIARY MOTIONS. Applied to original motion to improve wording or dispose of or add details.

A. To lay on the table.
   1. A way of stopping action on the question being discussed so the chapter can move on to more urgent business.
   2. Requires a second; is **not** debatable or amendable; requires a majority vote; may not be reconsidered.
   3. Must be taken from the table later in the same meeting or at next meeting.
   4. Example: "I move that the question be laid on the table."

B. To call for the previous question.
   1. Used to stop debate and speed up the meeting.
   2. Requires a second; is not debatable or amendable; requires a 2/3 majority vote; can have no subsidiary motions applied to it.
   3. Can be stated specifically or on all pending business. Example, "I move the previous question on all pending questions." (Main motion and amendments.)

C. To limit or extend time for debate.
   1. May be used to limit number of speakers, the length of their debate, or close debate at a specific time.
   2. Requires a second; not debatable or amendable; a 2/3 majority vote: can be reconsidered.
   3. Example: "I move that debate be limited to three minutes for each member."

D. To postpone definitely.
   1. Much like the subsidiary motion "To lay on the table," but postpones action to a definite time.
   2. Requires a second; is debatable, but **not** amendable; requires a majority vote; can be reconsidered.
   3. Example: "I move that we postpone the selection of our banquet speaker until our next meeting."

E. To commit or refer.
   1. Many times more information is needed before an intelligent decision can be made on a motion. A motion to refer to committee fulfills this need.
   2. Requires a second; is debatable; amendable; requires a majority vote; can be reconsidered.
   3. Example: "I move that the motion to have a FFA workday be referred to a committee of three, to be appointed by the chair and given full power to act, and that the committee report its action at the next regular meeting."
   4. . . . . or simply, "I move to refer the question to a committee."

F. To amend.
   1. The amendment is used to change and, hopefully, improve the main motion or pending question.
   2. Requires a second; is debatable; amendable. requires a majority vote; can be reconsidered.
   3. Only one first degree amendment and one second degree amendment can be added at a time and must relate to the question.
   4. Amendments can:
      a. Insert or add words.
      b. Strike out words.
      c. Substitute words.
      d. Substitute words.
   5. An amendment is out of order:
      a. If it only makes the affirmative or an amended question equal to the negative of the original.
      b. If it strikes out or adds words that would not leave a sensible question before the group.
      c. If it is absurd.
      d. If it is not related to the question.
   6. Examples:
      a. Main motion: "I move that the chapter buy a tractor."
      b. 1st degree amendment: "I move to amend the main motion by inserting the word, "John Deere" so that the motion will read, I move that the chapter buy a John Deere tractor."*
      c. 2nd degree amendment: "I move to amend the amendment by adding the word, 'used'."

G. To postpone indefinitely.
   1. Used to reject or "kill" the motion on the floor; gives the opposing view a chance to defeat the motion without a direct vote.
   2. Requires a second; is debatable but not amendable; requires a majority vote; can be reconsidered.
   3. Example: "I move that the motion to have a FFA–FHA dance be postponed indefinitely."

VII. INCIDENTAL MOTIONS

A. To rise to a point of order.
   1. To rise to a point of order is a result of business "on the floor" (being discussed) and must be decided before continuing.
   2. Used to point out a parliamentary error of the president or one of the members.
   3. No second required; is not debatable or amendable; no vote is required.
   4. Example:
      "Madame Chairman, I rise to a point of order."
      Madam Chairman: "State your point of order."
      "The previous question 'motion' requires a 2/3 majority vote, not a simple majority."
      Madam Chairman: "Your point is well-taken."

B. Appeal the decision of the chair.
   1. Used when a member disagrees with a decision of the president.
   2. Requires a second; is debatable but not amendable; requires a majority vote; can be reconsidered.
   3. Example:
      "Mr. President, I appeal from the chair's decision regarding the decision to send only chapter officers to the State Convention."
      President: "Those supporting the decision of the chair please rise. Be seated. Those opposed please rise. Be seated. The decision of the chair is sustained (or reversed)."

* When **inserting** a word, one should always say where to insert by repeating motion. If the word is at the end of the sentence use the terminology, **adding** a word.

C. Suspend the rules.
   1. To make a temporary change in the agenda, or change some rule which interferes with chapter progress on a particular item of business.
   2. Requires a second, is not debatable or amendable; requires a 2/3 majority vote; cannot be reconsidered.
   3. Example: Suppose you have a 50-minute movie scheduled at the end of the meeting, but the meeting gets long, "I move that we suspend the rules in order to view the film." Many chapters use such a motion at the beginning of their chapter banquet to indicate their normal rules of order will not be followed.

D. Division of the house.
   1. Sometimes when the vote is very close, it is easy for the president to err. This can be resolved by a division of the house, that is, a standing vote or hand vote. For accuracy, the secretary should assist the president in counting.
   2. Does not require a second; is not debatable or amendable; does not require a vote; cannot be reconsidered.

E. Parliamentary inquiry.
   1. Can be used by member to clarify or answer parliamentary questions on business that arises.
   2. Does not require a second, is not debatable or amendable; requires no vote; cannot be reconsidered.

F. To withdraw a motion.
   1. Used when a member changes his or her mind before the president restates the motion.
   2. Does not require a second; is not debatable or amendable; no vote is taken. President simply asks if anyone objects.
   3. Example: "I request permission to withdraw this motion."

VIII. PRIVILEGED MOTIONS. Motions that allow members their due rights and privileges.

A. Adjourn.
   1. Seldom used in FFA since it is built into closing ceremony.
   2. Requires a second; is not debatable or amendable; requires a majority vote; can be reconsidered.

B. Question of privilege.
   1. The rules of parliamentary procedure protect the rights of members to hear, have motions stated, etc.
   2. The question of privilege is simply stated; "I rise to a question of privilege."
      The president responds, "What privilege do you request?"
      "It is not possible to hear the secretary's report. Could she speak up, please?"

IX. OTHER MOTIONS

A. Reconsider.
   1. Allows a second vote when a chapter realizes a motion was not such a good idea after all.
   2. Must be made by member from winning side later in same meeting or at next meeting.
   3. Requires a second; is debatable but not amendable; requires a majority vote.
   4. Example: A member from the winning side can say, "I move to reconsider the motion to raise chapter dues $2.50."

B. Rescind.
   1. Used to erase an earlier action completely.
   2. Requires a second; is debatable and amendable; requires a 2/3 vote; cannot be reconsidered. If notice is given before meeting, only a majority is required.
   3. Example: "I move to rescind the action taken regarding the field trip to Springfield."

INFORMATION SHEET

SUGGESTIONS FOR RECORDING MINUTES OF AN FFA MEETING

The secretary should record notes during the course of a meeting and then, write the minutes in approved form after the meeting. The minutes should contain enough detail to enable a chapter member who did not attend the meeting to know what took place by reading the minutes. The official FFA Secretary's Book has a sample set of minutes for students to observe. The minutes should include the following:

1. Kind of meeting (regular or special).
2. Date, time and place of meeting.
3. Number of members and guests present. Names of guests should be included.
4. Action taken on minutes of the previous meeting.
5. Summary of committee reports and officer reports.
6. Record of business transacted. All motions should be accurately reported with name of member who originated the motion and the name of the member who seconded it. The minutes should show how the motion was handled.
7. Description of program, if any.
8. Time of adjournment.
9. Signature of secretary.

Minutes should contain the essential facts but not all the details of discussion need be included. The minutes should show what is done not what is said.

Students participating in parliamentary procedure contests and serving as secretary will have to adjust the recommended procedures in order to follow the rules of the contest. There will be limited time to write the minutes and to correct them. Practice in writing minutes of mock meetings should be scheduled for those members who plan to participate in a parliamentary procedure contest. Students serving as secretary in most parliamentary procedure contests in Illinois are evaluated on the basis of the following:

1. Ability to keep the chairperson informed.
   a. Does he or she remind chairperson of points which are neglected?
   b. Does he or she give needed information when asked?
2. Quality of notes or minutes kept.
   a. Are notes brief, but orderly?
   b. Do they show all motions passed or lost?
   c. Are they complete?
   d. Are the minutes dated and signed?

TEACHER'S GUIDE

I. Unit: Leadership and citizenship

II. Problem area: Developing basic parliamentary procedure skills.

III. Objectives: At the close of this problem area student will:

1. Understand why parliamentary procedure skills are useful and important.
2. Be able to describe and use correctly the following:
   a. Main motions.
   b. Subsidiary motions including amendments, to lay on the table, to call for the previous questions, to limit or extend time for debate, to postpone, and to commit or refer.
   c. Incidental motions including rise to a point of order, appeal the decision of the chair, suspend the rules, division of the house, parliamentary inquiry and withdraw a motion.
   d. Privileged and other motions including to adjourn, raise a question of privilege, to reconsider, and to rescind.
3. Be able to use correct parliamentary terms and language.
4. Be able to serve as chairperson of a meeting and to handle business using basic parliamentary procedure skills.
5. Understand how to record and write minutes of a meeting.

IV. Suggested interest approaches:

1. Ask class what organizations or clubs they belong to where parliamentary procedure is used.
2. Find out if any class members have served as a chairperson of a meeting and if so, what problems they had in conducting the business session.
3. Ask class to name organizations or groups that use parliamentary procedures.
4. Develop a list of reasons for studying parliamentary procedure by using the lead question, "Why is it important that we be able to use parliamentary procedure skills?"

V. Anticipated problems and concerns of students:

1. What is parliamentary procedure?
2. Why is it used?
3. Where is it used?
4. How should the gavel be used in a business meeting or at an FFA meeting?
5. How does one obtain the floor?

6. How should a main motion be stated?

7. What is the purpose of discussing a motion and how should the discussion be controlled?

8. What are the different methods of voting and when are these methods used?

9. When is a "second" required?

10. What is a simple majority? a 2/3 majority?

11. What are subsidiary motions and when and how are they used?

12. What are incidental motions and when and how are they used?

13. What are privileged motions and when and how are they used?

14. What are the duties of a chairperson?

15. What motions take precedence over other motions?

16. What should be included in the minutes?

NOTE TO TEACHER: If students have not had parliamentary procedure experience, they will probably not be able to identify the listed problems and concerns. If this condition prevails, the teacher should give the student his or her list of questions for study.

VI. Suggested learning activities and experiences:

1. Have class list problems and concerns, or if they are not able to do this, write the suggested list on the chalkboard.

2. Reorder and/or group problems and concerns so students can learn the necessary basic information in proper sequence. Consider grouping problems and concerns according to type of motion such as main motion, privileged motions, subsidiary motions, etc.

3. Assign students one or more problems to study. Distribute reference material and have class look up the necessary information.

4. Plan classroom instruction into two phases--information gathering and student practice. Schedule time for each activity during the class period so student interest can be maintained.

5. Have class members locate information and record it in their notebooks; then, provide time for students to practice the skill they have studied.

6. Have class answer questions in "Beginning Steps in Parliamentary Procedure" included with this packet.

7. Use set of transparencies and discussion guide included with this packet to explain ladder systems, types of motions and order of precedence.

8. Use VAS filmstrip "An Introduction to Parliamentary Procedure."

9. Conduct a mock meeting in class to give students practice in using parliamentary procedure skills.

10. Divide class into teams and conduct a parliamentary procedure contest within the class or conduct a contest between classes.

11. Conduct a quiz contest using the true–false questions included in this packet.

12. Have one or more class members keep minutes for a mock meeting. Evaluate the finished product.

VII. Application procedures:

1. Follow-up class instruction by monitoring parliamentary procedure skills used at FFA meetings.

2. Select a parliamentary procedure team to represent the chapter in the Sectional FFA Parliamentary Procedure Contest.

3. Arrange for class members to present a parliamentary procedure demonstration in front of a civic group or service club.

4. Develop standards for quality FFA meetings and emphasize use of proper parliamentary procedures at these meetings.

VIII. Evaluation:

1. Prepare a test from the list of test questions included in this packet and administer it at the end of this problem area.

2. Evaluate and/or grade students on the activity phase of the instruction.

IX. References and aids:

1. FFA Student Handbook.

2. A Revised Guide to Parliamentary Practices.

3. Mister Chairman.

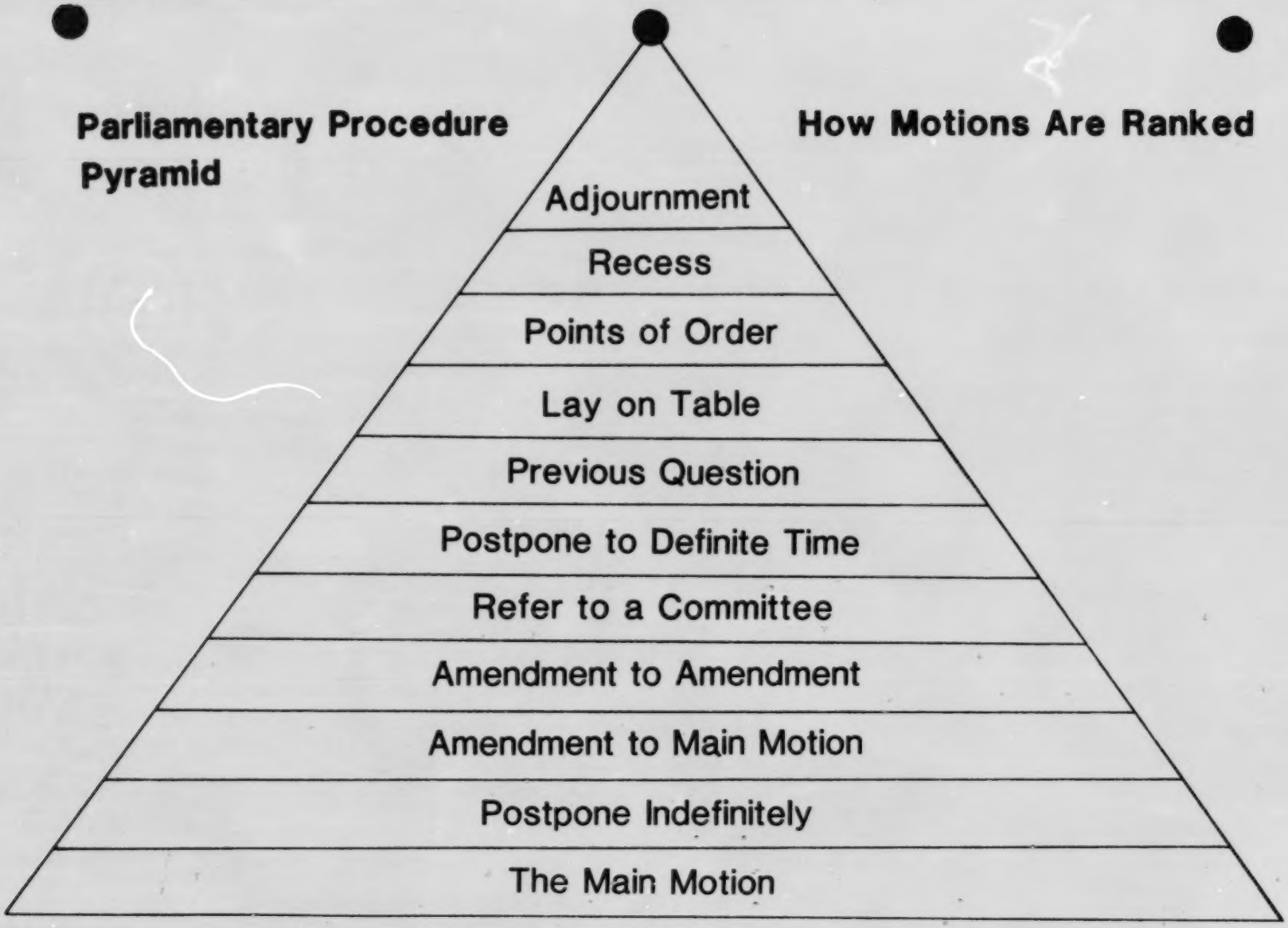
4. Beginning Steps in Parliamentary Procedure.

5. An Introduction to Parliamentary Procedure (VAS filmstrip).

6. Materials included in this packet.

Parliamentary Procedure Pyramid

How Motions Are Ranked



I-8-3-13

MAIN MOTIONS

1. Main motion

UNCLASSIFIED MOTIONS

1. To take from the table
2. To reconsider
3. To rescind

SUBSIDIARY MOTIONS

In order of precedence:

1. To lay on the table
2. To call for the previous question
3. To limit or extend time for debate
4. To postpone to a certain time
5. To commit or refer
6. To amend
7. To postpone indefinitely

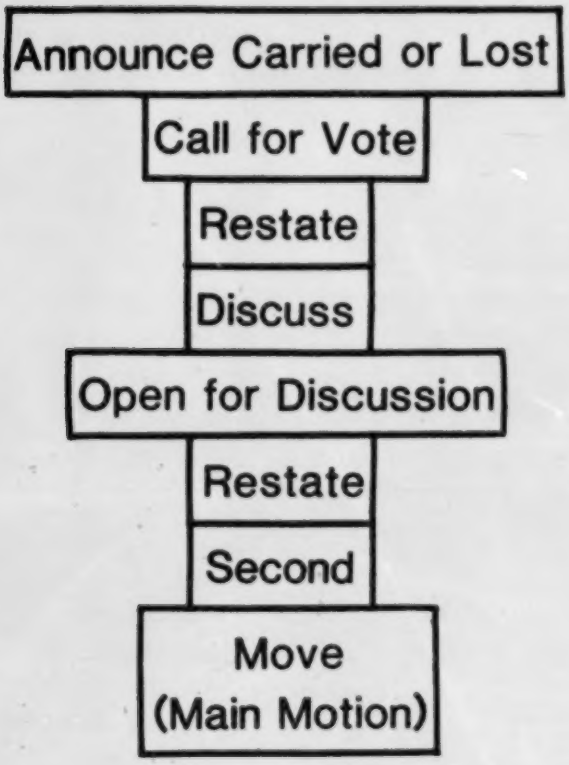
PRIVILEGED MOTIONS

1. To fix the time for adjournment
2. To adjourn
3. To take a recess
4. To raise a question of privilege

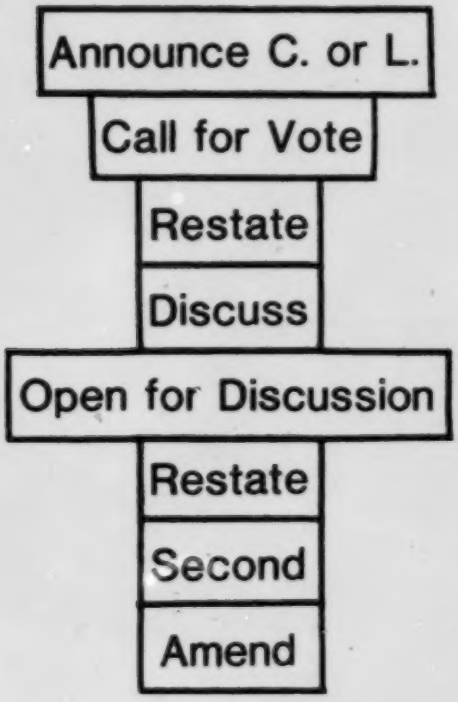
INCIDENTAL MOTIONS

1. To raise to a point of order
2. To appeal from the decision of the chair
3. To suspend the rules
4. To object to the consideration of a question
5. To divide a question
6. To call for a division of the house
7. To request parliamentary information
8. To withdraw a motion

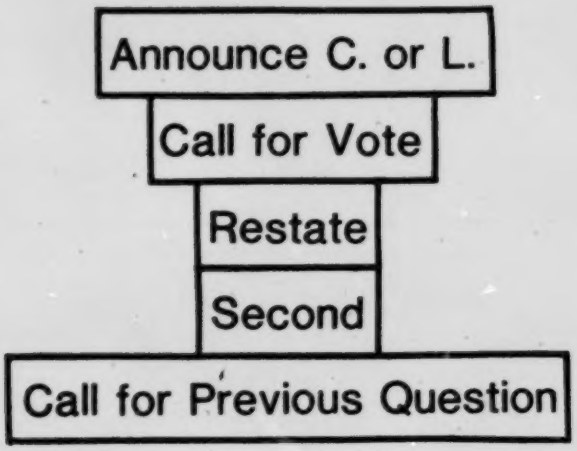
MAIN MOTION LADDER



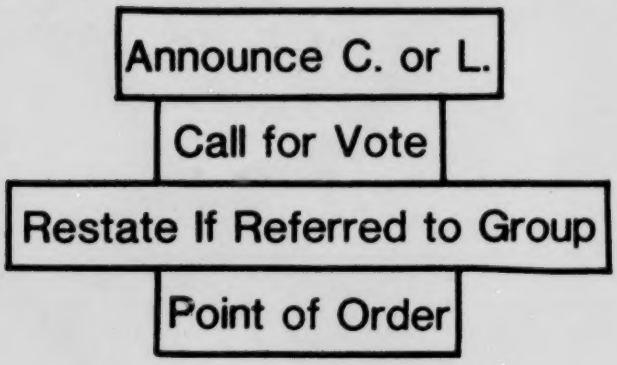
AMENDMENT LADDER



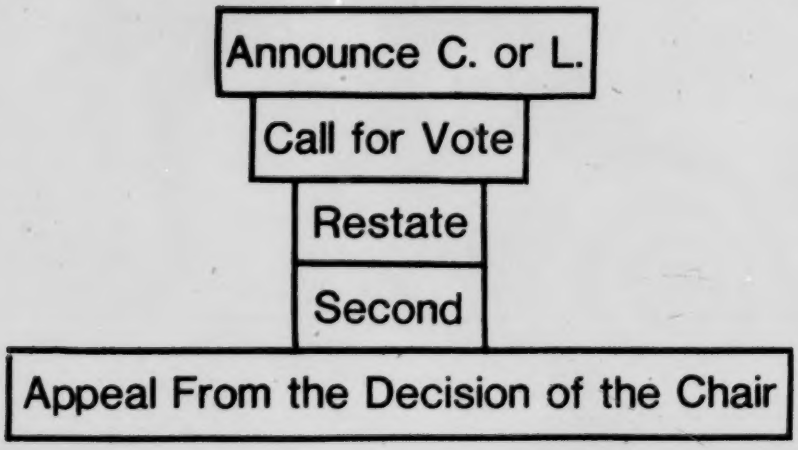
CALL FOR PREVIOUS QUESTION LADDER



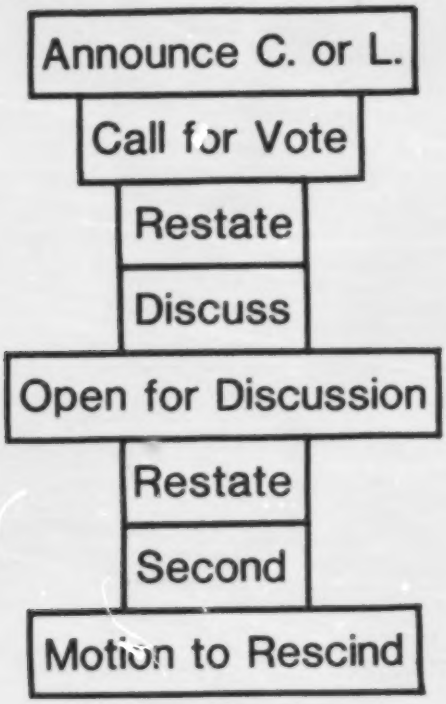
POINT OF ORDER LADDER



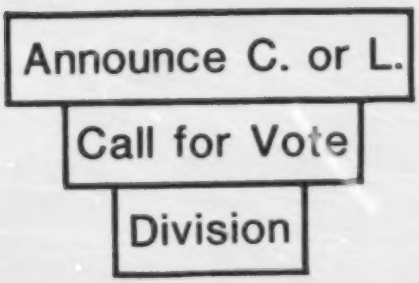
THE APPEAL FROM DECISION OF THE CHAIR LADDER



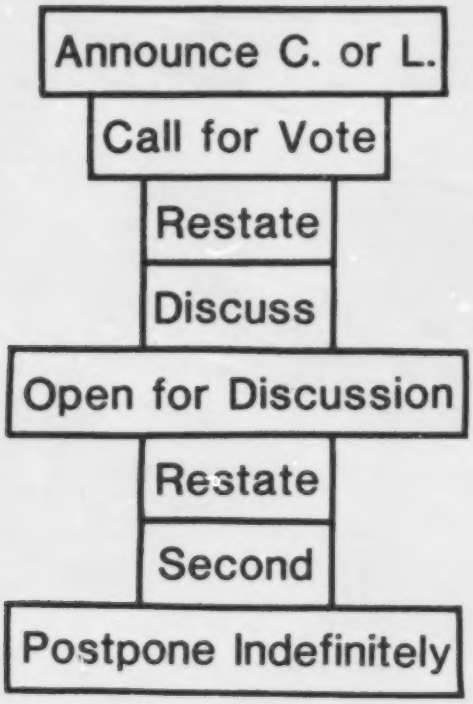
MOTION TO RESCIND LADDER



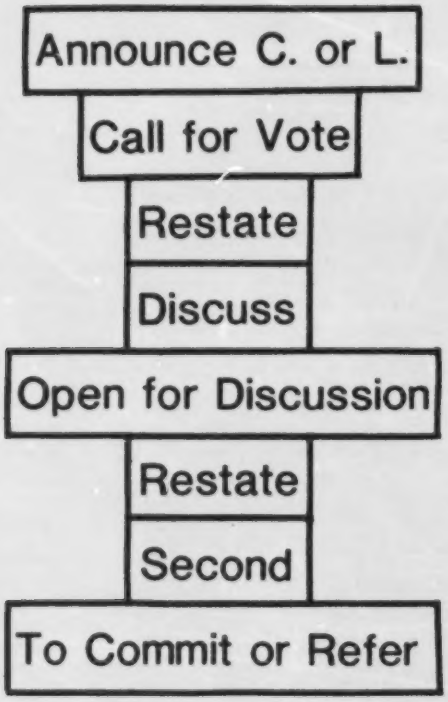
DIVISION LADDER



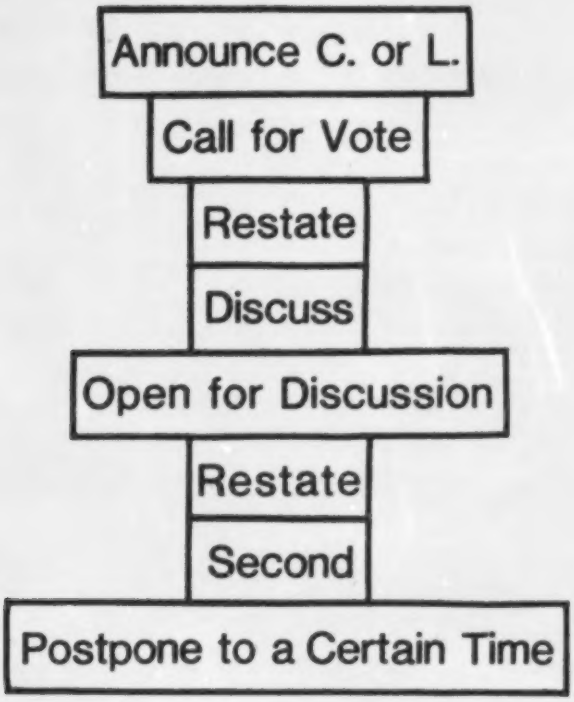
POSTPONE INDEFINITELY LADDER



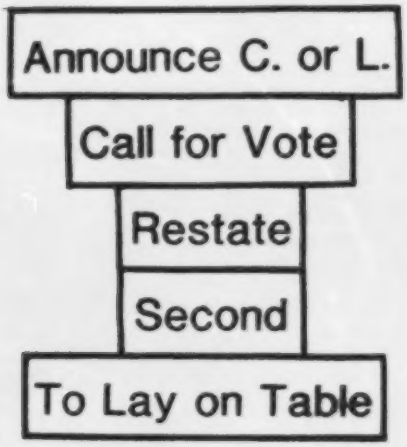
COMMIT OR REFER LADDER



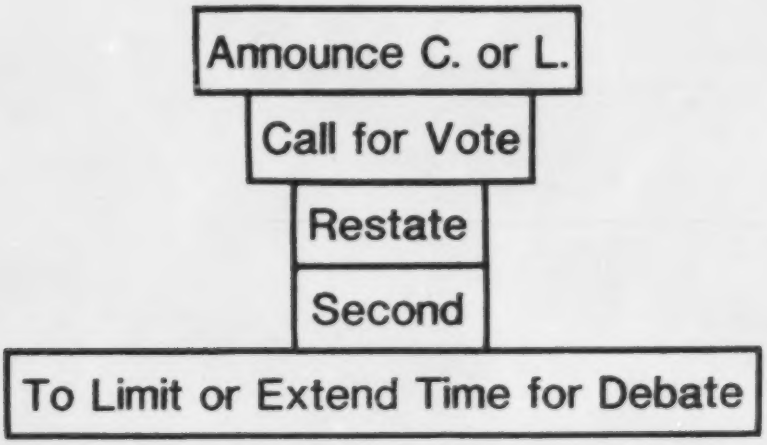
POSTPONE TO A CERTAIN TIME LADDER



TO LAY ON THE TABLE LADDER



TO LIMIT OR EXTEND TIME FOR DEBATE LADDER



DISCUSSION GUIDE FOR PARLIAMENTARY PROCEDURE TRANSPARENCIES

I. Transparency No. 1: **Parliamentary Procedure Pyramid – How Motions Are Ranked**

A. This chart shows that a motion lower on the pyramid is out of order if a motion above it is being considered.

B. This transparency would be useful as a review after showing the rest of the transparencies. It can be used to provide a test of whether students remember which motions require a second, if they are amendable, debatable, what type of vote is required for passage, and if they can be reconsidered.

II. Transparency No. 2: **Main Motions and Unclassified Motions**

A. Main Motion – A main motion is used to get group approval for a new project or some other course of action. The main motion requires a second, is debatable, amendable, and requires a majority vote and can be reconsidered.

When a member or person is making a motion, he or she should start off with "I move that . . . ." or I move to . . . ." Never say "I make a motion. . . ." This is improper. Also, no discussion should be made on a motion until it has received a second.

B. Unclassified Motions – These motions include the following: to take from the table, to reconsider, and to rescind. The motion to take from the table is a motion to bring up for discussion a question that had been laid on the table previously.

The motion to reconsider is made when a chapter member feels the chapter has made a mistake in voting on a previous action and wishes to have the chapter vote again. This can only be made by a member who voted on the winning side of the motion in question.

In rare instances, a chapter may make a very serious mistake and a chapter member may want the previous action to be erased. This can be done by a motion to rescind which, if passed by 2/3 majority, (in most cases) is automatically deleted from the minutes by the secretary.

III. Transparency No. 3: **Subsidiary Motions**

A. A subsidiary motion is a motion that is applied to another motion as a means to improve wording, dispose of or add to the original motion. Thus, all subsidiary motions take precedence over the main motion. The motion to lay on the table takes precedence over all other subsidiary motions.

B. The teacher may want to go through each one of the seven subsidiary motions and give examples of each. The booklet entitled, **A Revised Guide to Parliamentary Procedure** has good examples for each subsidiary motion.

C. The teacher can ask class if each subsidiary motion is debatable, does it require a second, is it amendable, does it require a simple or 2/3 majority, and may it be reconsidered.

IV. Transparency No. 4: **Privileged Motions**

A. The privileged motion is one that deals with the rights and privileges of the group or any of its members. The privileged motion is not like the subsidiary and incidental motions because it does not relate to the pending question. The privileged motion takes precedence over all other motions.

B. It would be helpful to give examples and discuss whether each privileged motion requires a second, if they are amendable, if a vote is required, and if it can be reconsidered. All privileged motions are not debatable.

V. Transparency No. 5: **Incidental Motions**

A. Incidental motions arise as a result of, in connection with, or out of a pending question and must be decided before the pending question or motion can be decided. Incidental motions yield to all privileged motions, and usually to the subsidiary motion to lay on the table.

B. The teacher may want to go through each one of the eight incidental motions and give examples of each. In discussing these incidental motions, he or she may want to discuss whether each one requires a second, is debatable or amendable, vote required, kind of majority needed for passage and whether each motion can be reconsidered.

VI. Transparency No. 6: **Main Motion Ladder**

The main motion or principal motion introduces business or makes a proposal for the group's action. The main motion does not take precedence over any other type of motion. It requires a second and the chairperson should restate the motion before opening up the main motion for discussion. The main motion is amendable and requires a simple majority for passage. Before voting on the motion, the chairperson should restate the motion, have the group vote and then announce the result. Remember that a person making a motion should never say, "I make a motion. . . ." but "I move. . . ."

VII. Transparency No. 7: **Amendment Ladder**

A. The amendment attempts to change and hopefully improve the main motion or pending question.

B. A motion may be amended by:

1. Inserting or adding words
2. Striking out words.
3. Striking out and inserting words.
4. Substituting words.

C. An amendment cannot change the meaning of a motion completely and must be related to the motion.

D. Amendments require a second, are debatable, and there can be an amendment to the amendment. But a second-degree amendment cannot be amended because this becomes too confusing. Once all discussion is completed, the amendment should be restated and voted on. An amendment requires a majority for passage, and the results should be announced by the chairperson after the voting is completed as carried or lost.

VIII. Transparence No. 8: **Call for Previous Question Ladder**

A. The call for the previous question is to stop debate, and speed up the meeting by bringing the question or questions to a vote. The call for the previous question can be applied to the immediate pending question or to all pending questions depending upon the preference of the person who is making the motion.

B. The call for the previous question requires a second and is not debatable or amendable. Since this motion limits the rights of the members with a nondebatable motion, it takes a 2/3 majority for passage. The chairperson should restate the motion after it has received a second and announce the vote result as carried or lost. If the vote passes, then the group will proceed to vote on the pending question or all pending business.

IX. Transparency No. 9: **Point of Order Ladder; The Appeal from Decision of the Chair Ladder**

A. The member may rise to a point of order to point out a parliamentary error of the president or one of the members.

The rise to a point of order does not require a second, is not debatable or amendable and **no vote is required.**

The chairperson will ask the member to state his or her point. Then, the chairperson may accept or reject the point because this authority is given to the chairperson.

Chairpersons do not have to make the decision by themselves. They have the option of restating the member's point of order to the group and letting them decide. For passage, the point of order requires a majority vote. Thus, after the vote the chairperson will rule the member's point of order well taken or as being rejected.

B. The appeal to the decision of the chair is used when a member disagrees with a decision of the chairperson and feels the chapter should vote on whether the decision of the chair is to be upheld or supported.

The appeal requires a second, is debatable in most cases, is not amendable, requires a majority vote and can be reconsidered. After the appeal has received a second, the chairperson will restate the appeal and have the group vote on the appeal. Then, the chairperson will announce that the decision of the chair is upheld and reversed.

X. Transparency No. 10: **Motion to Rescind Ladder; Divison Ladder**

A. The motion to rescind is used to erase an earlier action completely. This includes the removal of the previous action from the minutes of the meeting.

This motion requires a second, should be restated by the chairperson and is debatable and amendable. Most often the vote for passage requires a 2/3 majority, **but** considerable variation is found in practice.

Once discussion is halted, the chairperson will restate the motion, have the group vote and announce the vote as being carried or lost. If passed, the secretary is to delete from the minutes all records of the previous action involved in the motion.

B. The division of the house is used when the vote is very close, by asking for a **counted** vote.

The division of the house can be called any time that the chair does not have an actual counted vote. The division may be called for any time after a question has been put up for voting and quite often after the result has been announced. But it must be called for before any new business has been announced.

The division does not require a seocnd, is not debatable, amendable, and cannot have any other subsidiary motions applied to it. The chairperson should get a counted vote the next time and announce this counted vote as carried or lost.

XI. Transparency No. 11: **Postpone Indefinitely Ladder**

The purpose of a motion to postpone indefinitely is not to postpone the motion but to actually reject or kill the motion that it is applied to. This motion can be applied whenever a member feels the motion on the floor is not worth considering now or in the future.

The motion requires a second, is debatable, but not amendable, and requires a majority for passage. The chairperson should restate the motion after it has received a second and before the group votes on the motion. Finally, the chairperson should announce after taking a vote of whether it carried or lost.

XII. Transparency No. 12: **Commit or Refer Ladder**

Many times a group will need more information before making an intelligent decision on a motion. The motion to commit or refer to a committee is used for the purpose of looking into a motion and finding out more about it. Depending upon the motion, some committees are given full power to act if a decision needs to be made before the next regular meeting or if they feel the committee can act on this subject alone.

The motion to commit or refer requires a second, and after being restated by the chairperson is open for discussion and is amendable. After the motion has been discussed or the previous question is called for, the chairperson should restate the motion and have the group vote. For passage, it requires a majority and the chairperson should announce after the vote that the motion has carried or lost.

XIII. Transparency No. 13: **Postpone to a Certain Time Ladder**

To postpone a motion to a certain time is also known as postponing definitely. It should be understood that its purpose is to set aside the pending question (motion currently on the floor) until later in the meeting or at the next meeting. It should not be forgotten about entirely because this would be a motion to postpone indefinietly, not one to postpone to a certain time.

The motion to postpone definitely requires a second, should be restated after the second by the chairperson and opened up for discussion. Under certain circumstances, the motion may be amended. After the discussion is over, the chairperson should restate the motion and have the group vote. If the vote receives a majority, the chairperson should announce that it has carried or if it does not receive a majority, that the motion lost.

XIV. Transparency No. 14: **To Lay On the Table Ladder; To Limit or Extend Time For Debate Ladder**

A. The motion to lay on the table is used to postpone action on a question that is being discussed so the group can move on to more urgent business.

The motion must receive a second, it is not debatable or amendable, and requires a majority for passage. After receiving a second, the chairperson will restate the motion and have the group vote on the motion. Then, the chairperson should announce that the motion has carried or lost.

B. The motion to limit debate is a way to step up the pace of the meeting by limiting the number of speakers, the length of their debate or by closing debate at a specific time.

After the motion is made, it must receive a second. Then, the chairperson will restate the motion and have the chapter vote on the motion. Since this motion takes certain rights away from the members, it requires 2/3 majority for passage. After the vote, the chairperson should announce if the motion carried or lost.

This motion can be amended under certain situations but it cannot be debated.

KEY TO

TEST QUESTIONS

TEACHER'S GUIDE TO PARLIAMENTARY PROCEDURE

TRUE(+) or FALSE (O)

F 1. It is always proper to start a motion with "I make a motion."

T 2. The purpose of parliamentary procedure is to provide order in the meeting place, uphold the rule of the majority, and protect the rights of the minority.

F 3. A good president directs the meeting.

F 4. Parliamentary law has changed little since its early usage in the English Parliament.

T 5. The president should always restate the motion and become knowledgeable on how to respond to each motion.

F 6. Two raps of the gavel should follow announcement of a vote.

T 7. There are basically **three** ways a vote can be taken.

T 8. A rising vote includes both standing or a show of hands.

F 9. Discussion does not have to pertain to the questions under consideration.

T 10. Discussion is primarily intended to bring out facts about the question.

T 11. The member that made the motion has first discussion.

F 12. Speakers should always question the opposition's motives.

T 13. Speakers should avoid personalities.

T 14. In general, every motion should be "seconded" before being discussed or voted on.

F 15. A member must be recognized by the chair and must stand to second a motion.

T 16. In FFA, the two general types of votes are a simple majority and two-thirds majority.

T 17. There is an order of rank, or precedence of motions.

T 18. The idea of reconsideration means that on some motions members can change their minds.

T 19. The main motion is presented to introduce business or a proposal for the chapter to act on.

F 20. The main motion requires a second, is debatable but not amendable, requires a majority vote and can be reconsidered.

T 21. Subsidiary motions are applied to original motion to imporve wording and dispose of or add details.

F 22. A motion to lay on the table means all urgent business is put on the desks before a chapter meeting so members will be aware of items to discuss.

F 23. A motion to lay on the table can be tabled indefinitely.

T 24. To lay on the table is not debatable.

T 25. A call for the previous question is used to stop debate and speed up the meeting.

F 26. A call for the previous question requires a simple majority vote.

T 27. It is proper to say "I move the previous question on all pending questions."

T 28. To limit or extend time for debate may be used to limit the number of speakers, their length of debate, or to close debate at a specific time.

T 29. To postpone definitely means to postpone consideration to a specific time.

F 30. To commit or refer means to ask the parliamentarian for advice.

T 31. The amendment is used to change, and hopefully improve, the main motion or pending question.

F 32. Several amendments can be added at one time to the motion.

F 33. Amendments can only insert or add words.

T 34. Amendments must be sensible and related to the question.

T 35. The president calls for votes in reverse order in case of a main motion, a first degree amendment, and second degree amendment.

T 36. To postpone indefinitely gives the opposing view a chance to defeat the main motion without a direct motion.

F 37. Incidental motions are not very important and must wait until the end of the meeting for action on them.

T 38. A rise to a point of order is used to point out parliamentary error.

T 39. An appeal of the decision of the chair is normally used when a member disagrees with a decision of the president.

F 40. To suspend the rules means that "anything goes" the rest of the meeting as long as the advisor doesn't care.

F 41. A division of the house is when the girls sit on one side of the room and the boys on the other.

F 42. A division of the house can be a hand vote.

T 43. Parliamentary inquiry can be used by members to clarify or answer parliamentary questions on business that arises.

T 44. To withdraw a motion does not require a second, is not debatable or amendable, and no vote is taken.

F 45. Parliamentary law does not allow members their due rights and privileges.

T 46. The procedure to adjourn is built into the closing ceremony for FFA meetings.

F 47. If you can't hear the secretary's report, there is nothing you can do about it.

T 48. A motion to reconsider allows a second vote.

T 49. The main advantage of a secret ballot is the protection of members' rights to private opinions.

T 50. A simple majority vote is one more than half the members present.

F 51. The parliamentarian normally breaks tie votes.

T 52. A 2/3 majority vote is generally used when the rights of a member of members will be limited.

F 53. To say "I move the previous question" is too general and always out of order.

T 54. It is a good idea to have an odd number, such as 3 or 5 members, on a committee.

T 55. A committee is sometimes given "full power to act."

T 56. An amendment has much the same requirements as a main motion in that it requires a second, is debatable, amendable, and requires a majority vote.

T 57. There are basically four ways an amendment can be used.

*T 58. If the main motion is "I move the chapter buy a camera," an amendment to buy a tractor is in order.

T 59. There are four basic types of motions: main, subsidiary, incidental and privileged.

T 60. Sometimes it is necessary to suspend the rules in order to accommodate a speaker.

T 61. The secretary should assist the president in counting votes.

T 62. A good way to ask for withdrawal of a motion is, "I request permission to withdraw this motion."

T 63. A motion to reconsider must be made from a member on the winning side of the vote.

T 64. If a motion to rescind passes, the earlier motion is completely stricken from the minutes.

F 65. A member may present a motion anytime he or she desires.

T 66. The motion to lay on the table has highest rank (precedence) of the subsidiary motions.

* This is somewhat controversial, but actually the amendment is still purchasing an item for the chapter which does not change intent.

T 67. The president should announce the results of a vote immediately.

F 68. The main motion outranks all subsidiary motions.

T 69. A motion for adjournment has highest rank (precedence) of all motions.

F 70. A point of order is debatable.

F 71. A parliamentary inquiry requires a second.

T 72. It is a good idea to have officer elections by secret ballot.

T 73. The chapter votes on an appeal of the decision of the chair motion.

T 74. The chapter sometimes votes on a point of order.

T 75. Good FFA chapters practice parliamentary procedures correctly.

Questions for more advanced students

F 76. To limit or extend debate requires a second; is not debatable or amendable; requires a simple majority vote; can be reconsidered.

T 77. To postpone definitely is not amendable.

T 78. To postpone indefinitely requires a second and is debatable but not amendable.

F 79. A point of order and an appeal to decision of the chair are privileged motions.

T 80. To suspend the rules requires a 2/3 majority vote.

F 81. A motion to withdraw can occur anytime after it is made.

F 82. To postpone indefinitely outranks to postpone to a certain time in the order of precedence.

T 83. These subsidiary motions are in proper rank. To lay on the table, to call for the previous question, and to limit or extend time for debate.

F 84. A division of the house motion calls for a second.

F 85. A previous question does not require a second.

T 86. A motion to adjourn outranks all other motions.

T 87. A second degree amendment can be made before there is any discussion on the first degree amendment.

T 88. The person who made the motion has first and last chance to speak.

T 89. Amendments should always be voted on in reverse order.

T 90. Although a point of order can be called out at any point in the meeting, the member must then wait on the chair for recognition.

T 91. If the chairman is in doubt, he may refer the point of order to a chapter vote.

T 92. If an appeal to the decision of the chair affects the main motion, then the main motion adheres to the appeal.

F 93. To postpone indefinitely and to rise to a point of order are both subsidiary motions.

F 94. The main object of a motion to postpone indefinitely is obviously to postpone action.

F 95. A motion to commit or refer requires a 2/3 majority vote, since it restricts the rights of the members.

T 96. The president has the right to rule motions out of order.

F 97. Sometimes it is in order for members to second their own motion.

F 98. In the FFA opening ceremony, two taps of a gavel means to sit down, one means to stand up.

F 99. The previous question can be amended.

F 100. The motion to limit or extend debate can only be used to limit speakers to a certain length of speech or give them extra debate time.

COMPLETION (Write appropriate information or words to complete statements.)

101. Parliamentary law began as rule of conduct in English Parliament.

102. The purpose of parliamentary law is:

a. To provide order in meeting place

b. To uphold the rule of the majority

c. To protect the rights of the minority

103. A good president will preside over the meeting.

104. One tap(s) of gavel should follow announcement of vote.

105. The president votes in case of a tie.

106. List three ways a vote can be taken:

a. Voice vote

b. Rising vote, which includes standing or a show of hands

c. Secret ballot

107. Discussion is primarily intended to bring out facts about the motion.

108. Speakers should avoid in their discussion:

a. Personalities

b. Motives of the opposition

c. Reference to members by name

109. The two types of votes are a simple majority and 2/3 majority.

110. The proper way to state a motion is, "I move that we . . . . . "

111. A main motion is presented to introduce business or a proposal for chapter to act on.

112. Subsidiary motions are applied to original motions to improve wording, and dispose of or add details.

113. The two subsidiary motions which require a 2/3 majority vote are the previous question and limit debate.

114. A motion to commit or refer provides for more research and information on a questio

115. An amendment can:

a. insert or add words words

b. strike out words words

c. strike out and insert words

d. substitute words words

116. Give an example of a main motion, first and second degree amendement.
(Any acceptable answer.)

117. To postpone indefinitely gives the opposing view a chance to defeat the motion without a direct vote.

118. To rise to a point of order is a (an) incidental motion.

119. The chapter decides to appeal the decision of the chair's motion.

120. The division of the house can be used to get another vote if the vote count is in doubt.

121. A parliamentary inquiry is often used to clarify question concerning parliamentary use.

122. The motion to adjourn is built into the FFA closing ceremony.

123. List 4 subsidiary motions in order of precedence.

a. Lay on the table
b. Previous question
c. Postpone definitely
d. Limit debate
e. Refer to committee
f. Amend
g. Postpone indefinitely

124. In general every motion should be seconded before being discussed or voted on.

125 The idea of reconsideration means members have a choice to change their minds on a motion.

MULTIPLE CHOICE (Make appropriate choice of a, b, c, or d)

d 126. The purpose of parliamentary procedure is:

a. To provide order in meeting place
b. To uphold the rule of the majority
c. To protect the rights of the minority
d. All of the above.

c 127. The president should:

a. Exert his influence on the weaker members
b. Make sure the vote is decided prior to the meeting
c. Always restate the motion and become knowledgeable on how to respond to each motion
d. Direct the meeting

b 128. A secret ballot should:

a. Always be used
b. Be used during officer elections
c. Both a and b
d. Neither a nor b

d 129. Debate or discussion:

a. Should be limited to the question under consideration
b. Is primarily intended to bring out facts
c. Is given first to the member who made the motion
d. All of the above.

a 130. In seconding a motion, a member:

a. Need not be recognized and need not rise
b. Should always be recognized, but need not rise
c. Need not be recognized, but should rise
d. None of the above

b 131. A type of vote used when rights of members or a member are limited-

a. Simple majority
b. 2/3 majority
c. 3/5 majority
d. 1/4 majority

c 132. To present a motion, a member must first:

a. Speak to the president before the meeting
b. Get the secretary's attention
c. Obtain the floor
d. Make sure there is a second to the motion

c 133. Presented to introduce business or a proposal for chapter to act on:

a. Agenda
b. Old business
c. Main motion
d. Minutes

d 134. Requires a 2/3 vote:

a. Previous question
b. Limit debate
c. To postpone definitely
d. Both a and b

a 135. To lay on the table:

a. Requires a second; is not debatable or amendable; requires a majority vote
b. Does not require a second; is not debatable or amendable; requires a majority vote
c. Requires a second; is debatable and amendable; requires a majority vote
d. Requires a second; is not debatable or amendable; requires a 2/3 majority vote

d 136. To limit or extend time for debate can:

a. Limit the number of speakers
b. The length of their debate
c. Close debate at a specific time
d. All of the above.

b 137. If more information is needed on a motion, the chapter should:

a. Forget the motion
b. Commit or refer the motion
c. Amend the motion
d. Let the president find out whatever he can on the motion

c 138. Can be used when a member disagrees with a decision of the president:

a. Lay on the table
b. Amend the main motion
c. Appeal the decision of the chair
d. Ask for a fist fight after the meeting

c 139. Used to settle a close vote:

a. Secretary's official count
b. Advisor's opinion
c. Division of the house
d. Refer to a committee for more information

d 140. If a member feels the president or a member has committed a parliamentary error, he or she could:

a. Recommend their membership be revoked
b. Tell the advisor
c. Debate whether an error has been committed
d. Rise to a point of order

a 141. Which of the following is an incidental motion?

a. Point of order
b. Lay on the table
c. Question of privilege
d. Amendment

c 142. Which of the following is **not** a subsidiary motion?

a. Lay on the table
b. Postpone definitely
c. Division of the house
d. Refer to committee

a 143. Motions:

a. Have an order of rank or precedence.
b. Can only be made by officers
c. Need not be seconded
d. Are theoretical concepts which only chapter officers understand

b 144. The proper way to state a motion is:

a. "I wish that we . . . . ."
b. "I move that we . . . . ."
c. "I make a motion that we . . . . ."
d. All of the above.

b 145. Second degree amendments are:

a. Less important than first degree amendments
b. Voted on before the first degree amendment
c. More important than the main motion
d. Never in order, since only one amendment is allowed

d 146. Used to speed up meeting or to get on to more urgent business:

a. Call for previous question
b. Limit or extend debate
c. Lay on the table
d. All of the above

b 147. A division of the house vote is usually a:

a. Secret abllot
b. Standing vote
c. "Aye" or "No" vote
d. Hand vote

c 148. If passed, a motion to lay on the table:

a. Will stay "tabled" forever
b. Is defeated for good
c. Must be taken from table later in same meeting or next meeting
d. Allows further discussion on the motion

d 149. An amendment is out of order:

a. If it strikes out or adds words that would not have a sensible question before the group.
b. If it is absurd
c. If it is not related to the question
d. All of the above.

d 150. Who should know and be able to use parliamentary procedure:

a. President
b. All chapter members
c. Parliamentarian
d. All of the above.

UNIT B: LEADERSHIP AND CITIZENSHIP

PROBLEM AREA: DEVELOPING BASIC PUBLIC SPEAKING SKILLS

SUGGESTIONS TO THE TEACHER:

This problem area is designed for use with ninth grade or beginning students in agricultural occupations and should be taught during the spring semester in late January or February. A week or more should be reserved for the teaching of this problem area depending on the amount of practice time to be scheduled for students to give speeches and make presentations. In some schools instruction in communications skills, including speaking, is handled by the English or Speech Department. The agricultural occupations teacher should coordinate his or her instructional program with the instruction offered in other departments. The development of effective communications skills requires continuous attention throughout the year. The period for formal instruction in public speaking may last for only a few days; however, follow-up instruction and practice should be a part of every class session which involves student discussion and other communications activities.

CREDIT SOURCES:

These materials were developed through a funding agreement, R-33-31-D-0542-388 with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, 100 North First Street, Springfield, IL 62777. Opinions expressed in these materials do not reflect, nor should they be construed as policy or opinion of the State Board of Education or its staff.

The teacher's guide was prepared by Paul Hemp, Department of Vocational and Technical Education. The study unit, review questions and test questions were prepared by Jim DeSutter, Vocational Agriculture Service, University of Illinois.

TEACHER'S GUIDE

I. Unit: Leadership and citizenship

II. Problem area: Developing basic public speaking skills

III. Objectives: At the end of this problem area, the students will:

1. Be able to name three types of speeches and know when each type should be used.
2. Given a written copy of the manuscript, be able to identify the three parts of a speech.
3. Be able to define and or give examples of the following terms:
   a. Extemporaneous speech
   b. Prepared speech
   c. Supportive materials
   d. Gesture
   e. Non-vocal communications
   f. Articulation
   g. Pitch
   h. Stage presence
4. Be able to deliver a three-minute extemporaneous speech.
5. Be able to deliver a five minute prepared speech.
6. Be able to conduct conversation with confidence.

IV. Suggested interest approaches:

1. Ask class to name local, state or national leaders who are excellent speakers. What characteristics do they have in common?
2. Play one of the speeches given by National FFA Public Speaking finalists or by retiring national officers (tapes available from FFA Supply Service).
3. Relate to the class that "Effective communication is the life-blood of a democratic organization. Speaking is the most commonly used form of communications. We spend about 70 percent of our waking time in communications with others. Of this amount, 32 percent is spent in speaking and 42 percent is spent listening while 15 percent and 11 percent are spent reading and writing."
4. Invite a former speaking contest winner or FFA officer to the school to discuss importance of speaking and how to develop speaking skills.
5. Give a demonstration on "how not to give a speech." Ask class to identify mistakes made.

V. Anticipated problems and concerns of students:

1. How should I select subject and title for my speech?
2. How long should a speech be?
3. Should I use notes?
4. How can I overcome nervousness?
5. What are gestures and how should they be used?
6. What is the best way to practice my speech?
7. What are the parts of a speech?
8. What type of speech should I give?
9. How do I know that my speech fits the audience?
10. What are the purposes of a speech?
11. Where can I obtain good speech material?
12. How should I organize my material?
13. What is a good way to start a speech?
14. How should I end my speech?
15. How can I get the attention of the audience?
16. What are some suggested ways of delivering a speech effectively?
17. Should I use gestures? How?
18. What are the rules of the FFA Public Speaking Contests?
19. How should I talk on the telphone?
20. How should I introduce one person to another?

VI. Suggested learning activities and experiences:

1. When providing practice exercises assign short, simple and easy speaking assignments to students such as the following:

   a. Introduce one person to another.

   b. Explain or describe an object or speciman.

   c. Relate a personal experience.

   d. Make a telephone call or answer the telephone properly.

   Learning activities used early in the problem area should increase student interest and result in a successful and satisfying experience.

2. Have class establish goals for the public speaking problem area. These goals should be performance-based and may include competitive speaking.

3. Lead students in an identification of their problems and concerns. From this list, select those problems and concerns which can be answered or solved by reading the unit, "Steps to Becoming a Better Speaker." Conduct supervised study so students can locate and record answers to problems.

4. Conduct class discussion to validate students' answers and to formulate answers to other problems and concerns not previously handled.

5. Conduct a review session with class using the "Review Questions and Suggested Answers" included with this problem area.

6. Involve class in a "practice phase" to enable them to improve their speaking skills.

7. Have students write and deliver short speeches. Use tape recorder for playbacks and student evaluations.

8. Conduct an "in-class" public speaking contest to give students practice in speaking before a small audience.

9. Have class listen to tapes of national public speaking winner. Point out examples of different delivery methods and procedures used in the speeches.

10. Provide opportunities for students to give their speeches at FFA meetings, before school assembly or at local service club meetings.

11. If video-taping equipment is available, record student speeches for playback and evaluation.

12. Encourage students to participate in Sectional FFA public speaking contests.

13. Review FFA Public Speaking Contest Rules and Procedures outlined in "Illinois Advisor's Guide" with class.

VII. Application procedures:

1. Conduct chapter or inter-class speaking contest to give students practice in speaking before groups.

2. Arrange public speaking engagements for chapter winners with local civic groups or at service club meetings.

3. Participate in Sectional FFA Public Speaking Contest.

4. Monitor students' conversations and class discussions throughout the year to break bad habits and develop good speaking habits.

5. Provide opportunities for students to stand up in front of the class or chapter meeting to make reports and give presentations.

VIII. Evaluation:

1. Administer pencil and paper test using sample test questions included with this problem area.

2. Grade students on speaking performance exercises.

IX. References and aids:

1. National Officers Retiring Addresses. Tape available from National FFA Supply Service.
2. National Public Speaking Contest. Tape available from National FFA Supply Service.
3. FFA Leaders Speak—Leadership. Slide set and tape available from State FFA Office in Roanoke, Illinois.
4. Student Handbook, pp. 72-73.
5. Illinois FFA Advisor's Guide.
6. The FFA and You, 3rd Edition by Ralph Bender, Robert Taylor, Chester Hansen and L. H. Newcomb. Available from Interstate Printers and Publishers, Inc., Danville, Illinois, pp. 157-167.
7. VAS Unit 7002, "Steps to Becoming a Better Speaker."

REVIEW QUESTIONS AND SUGGESTED ANSWERS FROM "STEPS TO BECOMING A BETTER SPEAKER" *

1. You are asked to speak to a local service club in a nearby town about your FFA Chapter. What would be at least five questions you might want to ask about your audience before speaking to them?

   a. What is the name of the group?

   b. What is their purpose or aim?

   c. Who will be in the audience—all male, all females, or a combination of both?

   d. How old are they?

   e. What is their background—rural, urban or both?

   f. How much do they know about the FFA and what is their attitude toward FFA and agriculture in general?

   g. Has anyone else in the FFA chapter spoken there before?

   h. If so, how long ago did the chapter member speak there and what did he or she talk about?

   i. How many are expected to attend when I speak?

   j. Why are they meeting?

2. When should you find out the answers to any of these questions?

   You should always find out the answer to these questions ahead of time so you can be well prepared when you go to the speaking engagement.

3. In selecting a topic for your speech, should the topic be interesting to the speaker? Why or why not?

   In selecting a topic for a speech, the topic should be interesting to the speaker. If the topic is not interesting to the speaker, then most likely the speaker will be bored with the speech, and this attitude will be reflected on the audience. Thus, if the speaker is bored with the subject, then most likely the audience will be bored too.

4. Is it important to know how much time you are allowed to speak at a meeting or banquet? Why?

   It is very important to know how much time you have when speaking at a meeting or group function. This way you can prepare for your speech properly and be able to choose a topic in your time area. Otherwise, you may have too much information or too little for the amount of time they have given you for your speech. You may show up with a five minute speech and the audience might be expecting a 15 minute speech or vice versa.

* These questions and answers are based on VAS Unit 7002 "Steps to Becoming a Better Speaker."

5. What is the difference between an informative and persuasive speech?

   An informative speech is a speech that involves giving the audience information and does not try to sway the opinion of the audience. A persuasive speech tries to influence the audience's thinking or actions.

6. What is supportive material and what is its purpose?

   Supportive material can be any ideas, facts, examples, illustrations, opinions, and analogies. Supportive material helps clarify, explain, illustrate and/or prove the major purpose of a speech. It also helps amplify and prove ideas.

   One final thing, supportive material may help convince an audience that the speaker's ideas are true, believable. It adds credibility to his or her speech.

7. Name at least six possible sources of supportive material for a speech.

   a. books
   b. magazines
   c. government pamphlets
   d. interviews
   e. journals
   f. brochures
   g. manuals
   h. newspapers
   i. television programs
   j. other speeches
   k. yourself

8. List the five basic types of verbal supporting materials.

   a. Comparison and contrast

   b. Information

   c. Testimony

   d. Example

   e. Definition

9. Informative support involves using facts, figures, and statistics. What is the difference between a fact and figure?

   Facts are events that have actually happened, that are observable now, or that have been observed by competent persons. A fact is a single, isolated event that has happened. Figures on the other hand are not necessarily accurate or proven, but are more of an estimation.

10. What does a definition help the speaker do?

    A definition helps the speaker explain the terms and the meaning of the words he or she may use.

11. What are the three parts of a speech? What is the proper order in which you should work on these three?

    The three parts that a speech are the introduction, body, and conclusion. The body should be developed first, then the conclusion, and finally, the introduction.

12. When introducing a speech, what are five different approaches that the speaker may use?

    a. Humor.

    b. Telling a story that relates to the major point of speech.

    c. Using a quotation.

    d. Giving a startling statement.

    e. Giving background information or history on his or her speech topic.

13. Why should you never read a speech to an audience?

    You should never read a speech because you are then unable to get a feel of how the audience is responding to your speech. You cannot receive any "feedback". Also, when you read a speech you are more likely to glance up for a second and then lose your place when you look back down.

14. The final step before giving a speech is practicing it. What are three different ways in which you can practice your speech?

    a. Rehearse in front of a mirror to watch your hand gestures, how you stand, or how you move about.

    b. Rehearse in front of your family, friends, or FFA chapter so they can give you advice.

    c. Record you speech on a tape recorder and listen to it.

15. When working on your speech, list five questions that you may ask yourself about your voice and deliver.

    a. Is my voice clear?

    b. Is it loud enough?

    c. Do I pronounce my words correctly?

    d. Do I speak too fast?

    e. Do I have a lot of "and. . .ah's. . .ah's" in my speech?

    f. Does my speech sound like I am interested in my topic?

    g. Do I put emotion into my voice?

    h. Do I cut off my ending words in the sentence by talking too softy?

16. What are the six important steps in preparing a speech?

    a. Analyze your listeners and the specific occasion.

    b. Select your topic.

    c. Determine your specific purpose.

    d. Collect supporting materials.

e. Organize your speech.

f. Practice your speech.

17. When is the best time to work on the delivery of your speech?

The best time to work on the delivery of a speech is while you are practicing it.

18. What are the two ways in which a speaker conveys his or her message to an audience? Explain them briefly.

The two ways in which a speaker conveys his or her message to an audience are by vocal and non-vocal communications. Non-vocal language is the way in which your body communicates to the audience. It does not deal with your voice. Vocal communication deals with you voice and how it sounds (i.e., pitch, loudness, rate).

19. What are the five non-vocal tools that can help improve your delivery?

The five non-vocal tools that can improve your delivery are: posture, facial expression, movement, gestures, and eye contact.

20. What are four distracting habits that your hands can make while giving a speech?

a. Playing with a ring on your finger.

b. Running your hands through your hair.

c. Playing with the change in your pockets

d. Swinging your arms back and forth.

e. Tapping your fingers on the podium.

f. Looking at your hands and fingernails while you are speaking.

21. What is usually the best type of hand gesture to use?

The natural hand gesture is usually the best type of gesture to use because it is spontaneous and unrehearsed.

22. Why is eye contact important when speaking?

Eye contact is very important when speaking because if a speaker fails to maintain close eye contact, ne or she loses the "feedback" that can be obtained from the audience. If a speaker does not know whether the speech is effective or not.

23. Why is pitch important to use in your voice when speaking?

Pitch is important when speaking because it can help you communicate to your audience your emotional feelings toward various parts of your speech. It adds variety in your speech and prevents the audience from being bored by a monotone voice.

24. What does good articulation mean? When speaking, what should you avoid doing so you can be articulate effectively?

    Articulation refers to speaking clearly and distinctly. When speaking, avoid talking with anything in your mouth like gum, candy, a pencil or any other obstruction. Also, do not mumble, but speak clearly by opening your mouth.

25. What are the three basic types of speeches?

    1. Speeches designed to inform.
    2. Speeches designed for action.
    3. Speeches designed to entertain.

26. What is the purpose of the informative speech?

    The informative speech is designed to give the audience additional or new information on a topic. It does not involve the speaker giving his or her opinion.

27. What are four different methods that can be used when giving a persuasive speech?

    a. Present only the viewpoint that you favor.
    b. Use emotion.
    c. Use the self-interest approach of how it may benefit each audience member.
    d. Use group pressure.

28. Name the six different levels of competition in the FFA prepared and extemporaneous public speaking contests.

    a. Chapter
    b. Section
    c. District
    d. State
    e. Regional
    f. National

29. How many members from an FFA chapter are allowed to enter the prepared public speaking contest at the section level? How many can enter in the extemporaneous contest at the section level?

    One chapter member can enter the prepared public speaking contest at the section level. **One** chapter member can enter the extemporaneous public speaking at the section level.

30. How many minutes does a speaker have to prepare his or her speech in the extemporaneous contest in an Illinois FFA contest? In the national FFA contest?

    Each speaker is allowed 20 minutes in the extemporaneous public speaking contest to prepare his or her speech. In the national contest, each speaker is allowed 30 minutes.

31. What are the speaker's time limitations before receiving a penalty in the extemporaneous speaking contest in Illinois? At the national level?

    A speaker is allowed a minimum of three minutes and a maximum of five minutes before receiving a penalty in the extemporaneous speaking contest. On the national level, the speaker is allowed a minimum of four minutes and a maximum of six.

32. How long do the judges have to ask questions in the extemporaneous and prepared contests?

The judges have five minutes to ask questions in the extemporaneous and prepared public speaking contests. (This pertains to Illinois as well as the national contests.)

33. What are the seven different areas that a judge grades the extemporaneous speaker on and how many points is each area worth?

The seven areas in which a judge grades an extemporaneous speaker on and their point value are:

a. Knowledge of subject – 200 points

b. Organization of material – 150 points

c. Voice – 150 points

d. Stage presence – 100 points

e. Power of expression – 100 points

f. General effect – 100 points

g. Response to questions – 200 points

34. In the Illinois FFA prepared public speaking contest, the subject must be chosing ahead of time. What are the other two requirements needed for the speaker's subject to be acceptable?

In order for a prepared public speaker's subject to be acceptable, it must be at an agricultural character and be presented as a problem-solution type of speech.

35. What are the speaker's time limitations before receiving a penalty in the prepared public speaking contest in Illinois? At the national contest?

The speaker's time limitations in a prepared public speaking contest are a minimum of six minutes and a maximum of eight minutes in both the Illinois and the national contest.

36. What are the two different areas in which a judge will grade a prepared public speaker on, but not on extemporaneous speaker?

The two different areas in which a judge will grade a prepared public speaker on, but not an extemporaneous speaker are content of manuscript and composition of the speaker's material.

37. What is the major difference between the national prepared public speaking contest and the Illinois prepared contest?

The major difference between the national and Illinois prepared public speaking contest is that at the national contest the speaker does not have to have a problem-solving approach.

38. When introducing a speaker, when do you want to announce his or her name? Why?

When introducing a speaker, you want to announce the speaker's name last. The speaker's name is more likely to be remembered if his or her name is announced at the end of an introduction.

TEST QUESTIONS AND ANSWERS

True or False

True 1. Every audience is different and you must adjust your speaking habits to meet their needs.

False 2. You should not try to find out about your audience until you get to the speaking engagement.

False 3. If a group or organization asked you to speak about your FFA chapter to them, it would be impolite to ask about their group's activities, aims, and purposes, or knowledge of the FFA because you may embarrass them.

True 4. When you are selecting a topic to speak on, you should pick one that is interesting to you.

False 5. As long as the speech topic is interesting to you (the speaker), then you should not worry if your audience will like your topic or not.

False 6. You should never include your audience in a speech.

False 7. When picking a topic for a speech, you should not take into consideration how much time you have to speak.

True 8. By stating the purpose of a speech, you will be more likely to keep on the subject and away from rambling on aimlessly.

True 9. One of the best places to begin research for supporting materials is with yourself.

False 10. A FACT is a single or multiple event that has happened or that is predicted to happen.

False 11. When quoting a person in a speech, it is best to quote a person who the audience has not heard of in order to influence them more.

True 12. The EXAMPLE tries to help explain the situation and tries to clear up any unclear questions that an audience member may have.

True 13. When you are not sure if your audience will understand a word or term that you are using in your speech, you should define and explain this word or term to make sure they do.

False 14. Two important items that you must strive for in organizing your speech is making sure the speech is **clear and complex** enough to make it a challenge for the audience to listen to.

False 15. When working on a speech you should work on the introduction first, the body second and conclusion last.

True 16. The final step before the actual delivery of a speech is to practice it.

False 17. When walking to the speaker's platform or podium, you should walk at an easy and slow pace, so that you can gather your thoughts and not appear too eager to speak.

True 18. The natural hand gesture is usually the best type of hand gesture because it is spontaneous and unrehearsed.

True 19. In the Illinois FFA Prepared Public Speaking Contest, you must present your speech as a problem-solution speech and a speech of agricultural character.

False 20. In the Illinois FFA Prepared Public Speaking Contest, you are allowed a minimum of six minutes and and maximum of eight without penalty.

True 21. Your major goals when giving the introduction of your speech are to catch the audience's attention right away and get them interested in your speech.

False 22. The informative speech tries to move people to act either now or in the future.

False 23. When giving an action or persuasive speech, you should never give your own opinion or use emotion in your speech.

True 24. Speeches like demonstration, cause-effect and debates are variations of the information, action and/or entertainment speech.

False 25. When introducing a speaker, it is a good idea to put additional pressure on the speaker. Usually he or she will give a better speech if pressure is applied.

False 26. When giving an introduction, announce the speaker's name first so the audience can recognize him or her right away.

False 27. It is a good custom and tradition for the person introducing the speaker to try and out-do the speaker by telling jokes and giving a long introduction.

True 28. When giving out an award, it is proper to explain the award, tell why it is given out, and what the person has done to deserve it.

False 29. When going to an extemporaneous FFA public speaking contest, there is no reason to do any preparation at all since the speaker does not know what type of speech topic he or she will draw.

True 30. At the National FFA Public Speaking Contest, contestants are allowed a minimum of seven minutes and a maximum of nine minutes.

Completion Questions

1. Three sources that could be used as supportive materials are _____, _____ and _____. (Books, magazines, government pamphlets, interviews, brochures, newspapers, TV programs, other speeches.)

2. Three non-vocal tools which can help improve speech delivery are _____, _____, and _____. (posture, facial expression, movement, gesture, eye contact.)

3. Two types of FFA public speaking contests are prepared and extemporaneous.

4. Three types of speeches are speeches to inform, speeches for action, and speeches to entertain.

5. A speaker contest where the contestants have not prepared their speeches in advance is called a (an) extemporaneous contest.

Multiple Choice

C 1. Which example could not be a fact.

A. Todd ran the 100 meter dash in 11 seconds.
B. The United States produced more corn than any other country in the world last year.
C. In five years, corn production per acre will have doubled since 1940.
D. The FFA was found in November of 1928.

2. When preparing a speech, the six steps listed below are very important in the preparation of a speech. Match these in the proper order in which they should be carried out.

F 1. A. Select your topic.
A 2. B. Organize your speech.
D 3. C. Collect supporting material.
C 4. D. Determine your specific type of speech.
B 5. E. Practice your speech.
F 6. F. Analyze your listeners and the specific occasion.

B 3. In Illinois, how many minutes does a speaker have to prepare for an extemporaneous speech.

A. 30
B. 20
C. unlimited
D. 25

C 4. In the Illinois FFA Extemporaneous Contest, how many minutes is a speaker allowed without penalty.

A. Minimum of three minutes and a maximum of six.
B. Minimum of four minutes and a maximum of seven.
C. Minimum of three minutes and a maximum of five.
D. Minimum of four minutes and a maximum of six.

D 5. Which one of these rules is not true of the **national** extemporaneous public speaking contest?

A. Contestants have 30 minutes to prepare their speech.
B. Judges have eight minutes to ask questions.
C. Each speech shall not be less than four minutes or more than six minutes without penalty.
D. The contestant must pull one specific sub-topic from two of the three broad areas of Production Agriculture, Related Agricultural Production or Leadership.

UNIT C: Supervised Occupational Experience

PROBLEM AREAS:

1. Orientation to supervised occupational experience
2. Planning my supervised occupational experience program
3. Starting and keeping SOEP records

UNIT C: SUPERVISED OCCUPATIONAL EXPERIENCE

PROBLEM AREA: ORIENTATION TO S. O. E.

SUGGESTIONS TO THE TEACHER:

These instructional materials are designed for use with ninth grade or beginning students enrolled in the first year of an agricultural occupations program. The recommended time for teaching this problem area is September or early October with an instructional period of 3 - 4 days.

Before teaching this problem area, the teacher should do the following:

1. Establish requirements for S.O.E. programs.
2. Visit students and parents to discuss S.O.E. programs.
3. Order record books and other materials not included in this instructional packet.
4. Assemble colored slides showing S.O.E. programs.
5. Duplicate copies of worksheets and prepare or order transparencies.

CREDIT SOURCES:

These materials were developed through a funding agreement, R-33-21-D-0542-388 with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Unit, 100 N. First Street, Springfield, Illinois 62777. Opinions expressed herein do not reflect, nor should they be construed as policy or opinion of the State Board of Education or its staff.

The materials included in this problem area were prepared by Paul Hemp, Department of Vocational and Technical Education, University of Illinois. Some of the materials were adapted from **An Instructional Packet on Supervised Occupational Experience Programs of Beginning Vocational Agriculture Students** by David Williams, Department of Agricultural Education, Iowa State University, Ames, Iowa.

I. Unit: Supervised occupational experience

II. Problem area: Orientation to S.O.E.

III. Objectives: At the close of this problem area students will:

1. Understand what a S.O.E. program is.
2. Understand the values and purposes of a S.O.E. program.
3. Know why S.O.E. programs are a required part of the course.
4. Understand how a S.O.E. program relates to the classroom instruction and FFA.
5. Be motivated to plan and conduct a S.O.E. program.

IV. Suggested interest approaches:

1. Lead into a discussion of S.O.E. programs by asking students what animals they now own or what jobs they have held.
2. Recite or have students recite the FFA motto, then, ask class how they might carry out the "Learning by Doing" and the Doing to Learn" phrases.
3. Show slides of S.O.E. programs of advanced students.
4. Take class on project tour to observe S.O.E. programs.
5. Stimulate interest by raising the following questions:
   a. "What types of occupational experience programs are there in the school?" "Distributive education?" "Coop education?"
   b. "How many of you have been 4-H members?" "What projects did you have?"

V. Anticipated problems and concerns of students:

1. What is a S.O.E. program?
2. What are the different types or kinds of S.O.E.?
3. What are some examples of these types of S.O.E. programs?
4. What are the purposes of S.O.E.?
5. Is S.O.E. a required part of this course? Why?
6. How will S.O.E. help me advance in the FFA?
7. Will S.O.E. count as a part of my course grade? How much?
8. What are the characteristics of a good S.O.E. program?
9. What are the relationship of S.O.E. to class room-laboratory instruction and to the FFA?

VI. Suggested learning activities and experiences:

1. Have class read the Study Unit and record tentative answers to the problems and concerns identified by the class or teacher.

2. Distribute S.O.E. Worksheet 1 and have student complete the blanks.

3. Show Transparencies 1, 2, 3a, 3b, and 3c.

   a. What is supervised occupational experience?

   b. Types of S.O.E.

   c. Parts of a S.O.E. program.

4. Ask class to name examples of each S.O.E. part.

5. Show class S.O.E. Transparencies 6a, 6b, 6c, and 6d.

6. Ask class to identify purposes of S.O.E. outlined in the assigned readings.

7. Explain to the students the local requirements for S.O.E. and the reasons for these requirements.

8. Explain to the class how students' S.O.E. programs will be evaluated and figured into the course grade.

9. Show S.O.E. Transparency 4 on Relationships among Classroom Instruction, FFA and S.O.E. programs.

10. Have class complete S.O.E. Worksheet 2 on Relationships among Classroom-Laboratory Instruction, S.O.E., and FFA Activities.

VII. Application procedures:

1. The main purposes of this problem area are to teach information and develop positive attitudes towards S.O.E.

2. The application phase of S.O.E. should be emphasized in the problem area, "Planning my S.O.E. program."

VIII. Evaluation:

1. Prepare and administer a pencil and paper test using the Sample Test Questions as possible test items.

2. Collect and grade S.O.E. Worksheet 1 and 2.

IX. References and aids:

1. Study Unit on Supervised Occupational Experience Programs in Agriculture.

2. Official FFA Manual.

3. S.O.E. Transparencies 1, 2, 3a, 3b, 3c, 4, 6a, 6b, 6c, and 6d.

4. S.O.E. Worksheets 1 and 2 and Teacher's Key.

5. Sample Test Questions.

6. Teacher's Key to Test.

STUDY UNIT

SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

Introduction

As a student enrolled in a vocational program in agriculture, you will be encouraged or required to have a supervised occupational experience program (S.O.E.P.). The S.O.E.P. is an essential part of your education because it offers you the opportunity to acquire "hands-on" skills and employment experiences. This study unit explains what an S.O.E.P. is, why the S.O.E.P. is important, and how the S.O.E.P. is related to classroom instruction and the FFA.

What is an S.O.E.P.?

Supervised occupational experiences programs in agriculture consist of all the practical agriculture activities of educational value conducted by students outside of class for which systematic instruction and supervision are provided by their teacher, parents, employers or others.[1] The S.O.E.P. is one part of a vocational education program in agriculture. The other two parts are classroom instruction and the FFA. As a student enrolled in vocational agriculture, you should become involved in all of these three parts or areas of work.

Some students refer to their S.O.E.P. as a project. While the term "project" is often used, it is not always the same as an S.O.E.P. A broad, comprehensive S.O.E.P. may include several projects and activities. The projects and activities which may be included in an S.O.E.P. are as follows:

Production projects – A production project is a business venture which a student undertakes in order to gain educational experience or to realize a profit. The project may involve the production of a crop or animals or it may provide a service to customers. Examples of production projects in the crop area are growing corn, vegetables, flowers, or greenhouse plants. Examples of animal production projects are swine, sheep, horses, poultry and bees. Examples of production projects which provide agriculture services are lawn care, operating a fruit stand, making and selling Christmas wreaths, and operating a lawn mower repair service. In order to qualify as a sound production project, the following conditions should be met:

1. The project should be owned at least partially by the student.
2. The project should be under the control of the student.
3. The project should be undertaken to make a profit or realize financial gain.
4. Project records should be kept.
5. The project should include educational experiences.

The terms, productive enterprise or ownership project, are sometimes used to refer to a production project.

Improvement projects – Unlike the production project the improvement project is not undertaken with a profit in mind. It is a project which is designed to improve a farm or agriculture business or a home. It is a series of related activities which result in the improvement of the student's home or the family business. Most improvement projects are conducted at no expense to the student and on a not-for-profit basis. Examples of improvement projects are home grounds beautification, shop

---

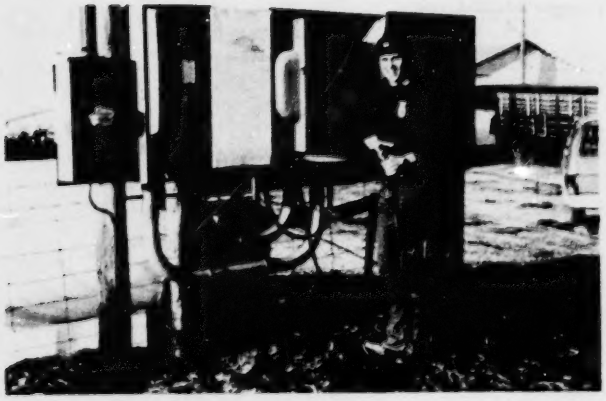
[1] Phipps, Lloyd J., Handbook on Agricultural Education in the Public Schools, Danville, Illinois: The Interstate Printers and Publishers, 1980, Chapter 23.

Livestock are an important and enjoyable S.O.E.P. project.

improvement, soil and water management, and agricultural safety. The characteristics of a good improvement project are as follows:

1. No ownership and no income or profit.
2. Provides for the development of important abilities.
3. Extends over a period of time (usually lasts three or more months).
4. Results in the improvement of a business, family life living conditions, or the real estate value of property.

Agricultural skills – An agricultural skill is a task, practice or job of an agricultural nature which a student learns to perform as a part of his or her S.O.E.P. These skills should be above and beyond the production projects and improvement projects selected by the student. Agricultural skills can often be learned in a short period of time. Examples of agricultural skills are pruning a tree, grooming an animal, testing soil, castrating a pig and driving a tractor. Students should select and learn those agricultural skills which they will need to qualify for employment in an agricultural occupation.



Working with electricity is one of many skills which can be gained with an experience project.

Cooperative education programs – Cooperative vocational education or on-the-job training is a type of S.O.E.P.; however, students under the age of 16 are usually not eligible for this type of program. Students who plan to prepare for employment in agricultural business or industry should definitely plan to have cooperative education as their S.O.E.P. at the junior and senior level. Most students who enroll in cooperative education programs attend school for half-a-day and work at an agricultural training station during the other half-day. Students usually receive two units of credit for the one-the-job phase of the program and the related instruction provided at school. Wages are usually paid to students for the on-the-job phase.

Benefitis of an S.O.E.P.

Supervised occupational experience programs benefit the school and community as well as students. An S.O.E.P., properly selected, planned and conducted can be the most valuable part of the students' educational program. The benefits which students may gain from an S.O.E.P. are as follows:

1. Helps students develop abilities in agriculture.
2. Assists students in making an occupational choice.
3. Enables students to earn money.
4. Makes school work more interesting.
5. Enables students to achieve higher goals in the FFA.
6. Helps students to learn responsibility, increase managerial skills and develop pride in ownership or work.

Leadership is one of the many attributes which can be gained through an experience program.

The ways which the school or community may benefit from S.O.E.P.'s are as follows:

1. Provides a link between school, home and community.
2. Contributes to productivity and efficiency of farms and agricultural businesses.
3. Helps develop young people as good citizens.
4. Helps teacher to select relevant units for instructional program.
5. Increases interest and participation in school programs.

The benefits which a student realizes from an S.O.E.P. are usually greatest when the S.O.E.P. is closely related to classroom instruction and the FFA. The classroom instruction may provide students with the knowledge and skills they need to conduct a successful S.O.E.P. A successful S.O.E.P. can help a student advance in the FFA and gain recognition through the award programs. Many of the FFA awards are based on the quality and scope of a student's S.O.E.P. This means that the three parts of a balanced vocational program in agriculture work together to help students achieve success in agriculture.

Selecting an S.O.E.P.

The selection of appropriate projects and activities for your S.O.E.P. is essential to its success. You need to plan and S.O.E.P. which meets your needs and can be carried through to a successful ending. For many students, S.O.E.P. plans are best developed for a three or four year period. Freshmen students should plan a tentative S.O.E.P. for the entire period of time they expect to be enrolled in agricultural occupations. In choosing the S.O.E.P. the following characteristics of a successful program should be kept in mind:

1. Productive enterprises, improvement projects and agricultural skills are included in the S.O.E.P.
2. Projects and activities which match the students' experience and abilities are selected.
3. The S.O.E.P. can be successfully conducted with the resources available to the student.
4. The S.O.E.P. relates closely to the FFA program and classroom-laboratory instruction offered at the school.
5. The S.O.E.P. meets instructor and parental approval.

The type of S.O.E.P. you choose will depend on the particular occupation or area of agriculture you have selected as your primary interest area. If you are planning to seek full-time employment immediately after graduation from high school, you should definitely plan for at least one year of cooperative education experiences. Students who plan to farm or go into business for themselves should plan an S.O.E.P. which includes productive enterprises and ownership projects.

Before you decide on a program you should have a career objective in mind. In other words, ask yourself what types of jobs might be interesting. To help you decide, talk to your agriculture instructor or people involved in agriculture in the community. In fact, many students who are not aware of career opportunities in agriculture start out with a broad program so they can learn something about each of the broad areas of agricutlure.

Some of the many different areas of agriculture which you might want to learn about are as follows:

1.01 Production Agriculture
1.02 Agricultural Supply/Service
1.03 Agricultural Mechanics
1.04 Agricultural Products
1.05 Ornamental Horticulutre
1.06 Agricultural Resources
1.07 Forestry

After you have spent a year exploring different areas of agriculture, you should try to narrow your interests to one or more areas. Some students will actually not decide on a specific occupation so that their studies and their S.O.E.P.'s need to be broad and general. In addition to selecting an S.O.E.P. which matches your career interests and goals, you should consider the answers to the following questions:

1. Do you live on a farm or in town?
2. Do you have room for livestock?
3. Do you have machinery at your disposal?
4. Do you have access to easy transportation?
5. How much time do you have to devote to an S.O.E.P.?
6. How will your S.O.E.P. be financed?

Your Vo-Ag instructor can be a valuable resource person for project ideas.

After these questions have been answered and discussions have been held with your parents, you should develop a written plan for your S.O.E.P. A sample S.O.E.P. plan for a freshmen student might include the following:

Production Projects	Improvement Projects	Agricultural Skills
1. Vegetable garden	1. Shop improvement	1. Taking a soil sample
2. Sheep – 3 ewes		2. Planting a tree
		3. Overhauling a small engine
		4. Judging livestock
		5. Repotting a plant
		6. Driving a tractor
		7. Fertilizing lawns
		8. Estimating corn yields
		9. Pruning shrubs
		10. Soldering

S.O.E.P.'s for Non-Farm Students

When vocational agriculture was first taught in high schools, its was designed primarily for farm boys who wanted to become farmers. The S.O.E.P. was called a supervised farming program. Now, vocational agriculture programs are offered for urban or non-farm students many of whom are interested in agricultural careers other than farming.

Students who live in towns or cities may not have land or facilities to grow crops or raise livestock. They will have to consider alternative methods of conducting an S.O.E.P. Some of these alternative ways of conducting an S.O.E.P. are as follows:

1. Conduct small projects in the school greenhouse, school farm or land laboratory.
2. Rent a vacant lot or building near your home.
3. Arrange with a farmer to have an S.O.E.P. on his farm.
4. Select improvement projects which can be carried out in an urban setting.
5. Organize FFA group projects such as community gardens, livestock chains, or school farm projects.

In planning an S.O.E.P., students should remember the adage which states that, "If there's a will, there's a way." The agriculture teacher, FFA chapter officers, parents and advanced students in agriculture can help you find a way to plan and conduct a successful S.O.E.P.

Whether you live on a farm or not, there are a multitude of project ideas to choose from, including dog care.

S.O.E. WORKSHEET 1

WHAT IS SUPERVISED OCCUPATIONAL EXPERIENCE (S.O.E.)?

S.O.E. consists of all the _____ activities of _____ value conducted by you (the student) outside of class for which systematic _____ and _____ are provided by you, _____, _____, employers, or other adults.

1. It is _____ by the agriculture teacher, parents, employers, or other adults.
2. It is _____ because it helps prepare you for an occupational (or job) in agriculture.
3. It is _____ or "learning by doing" because it allows you to apply practices and principles learned in the classroom and to develop new skills and abilities.
4. Most beginning S.O.E. programs consist of:

Component	Examples
a. _____	a1. _____
	a2. _____
	a3. _____
b. _____	b1. _____
	b2. _____
	b3. _____
c. _____	c1. _____
	c2. _____
	c3. _____

S.O.E. WORKSHEET 2

RELATIONSHIPS AMONG CLASSROOM–LABORATORY INSTRUCTION, S.O.E, AND FFA ACTIVITIES

Directions: The three headings show the three components of agricultural occupations that we identified. Your job, now, is to fill in the missing blank or blanks with activities, topics, projects, awards, etc., so that all three parts are related. As you go down the worksheet, the going gets tougher. Work independently of each other and then we will compare answers. There can be more than one correct answer.

Classroom/Laboratory Instruction	S.O.E.	FFA
Breeds of Beef Cattle	Feeder Steers	Livestock Judging Contest
Fertilizers	Corn Production	_____
Electric Arc Welding	_____	Ag Mechanics Proficiency Award
_____	Co-op Feed Salesman	Public Speaking Contest
_____	_____	Poultry Production Proficiency Award
Diseases of Swine	_____	_____
_____	Castrating Pigs	_____
_____	_____	Horticulture Contest
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TEACHER'S KEY

S.O.E. WORKSHEET 1

WHAT IS SUPERVISED OCCUPATIONAL EXPERIENCE (S.O.E.)?

S.O.E. consists of all the agricultural activities of educational value conducted by you (the student) outside of class for which systematic instruction and supervision are provided by your parents, ag. teacher, employers, or other adults.

1. It is supervised by the agriculture teacher, parents, employers, or other adults.
2. It is occupational because it helps prepare you for an occupational (or job) in agriculture.
3. It is experience or "learning by doing" because it allows you to apply practices and principles learned in the classroom and to develop new skills and abilities.
4. Most beginning S.O.E. programs consist of:

Component	Examples
a. Productive enterprises	a1. Sow and litter
	a2. Corn production
	a3. Rabbit production
b. Improvement projects	b1. Home and Farm Beautification
	b2. Soil and Water Management
	b3. Outdoor Recreation
c. Agricultural Skills	c1. Castrate pigs
	c2. Graft fruit tree
	c3. Soldering

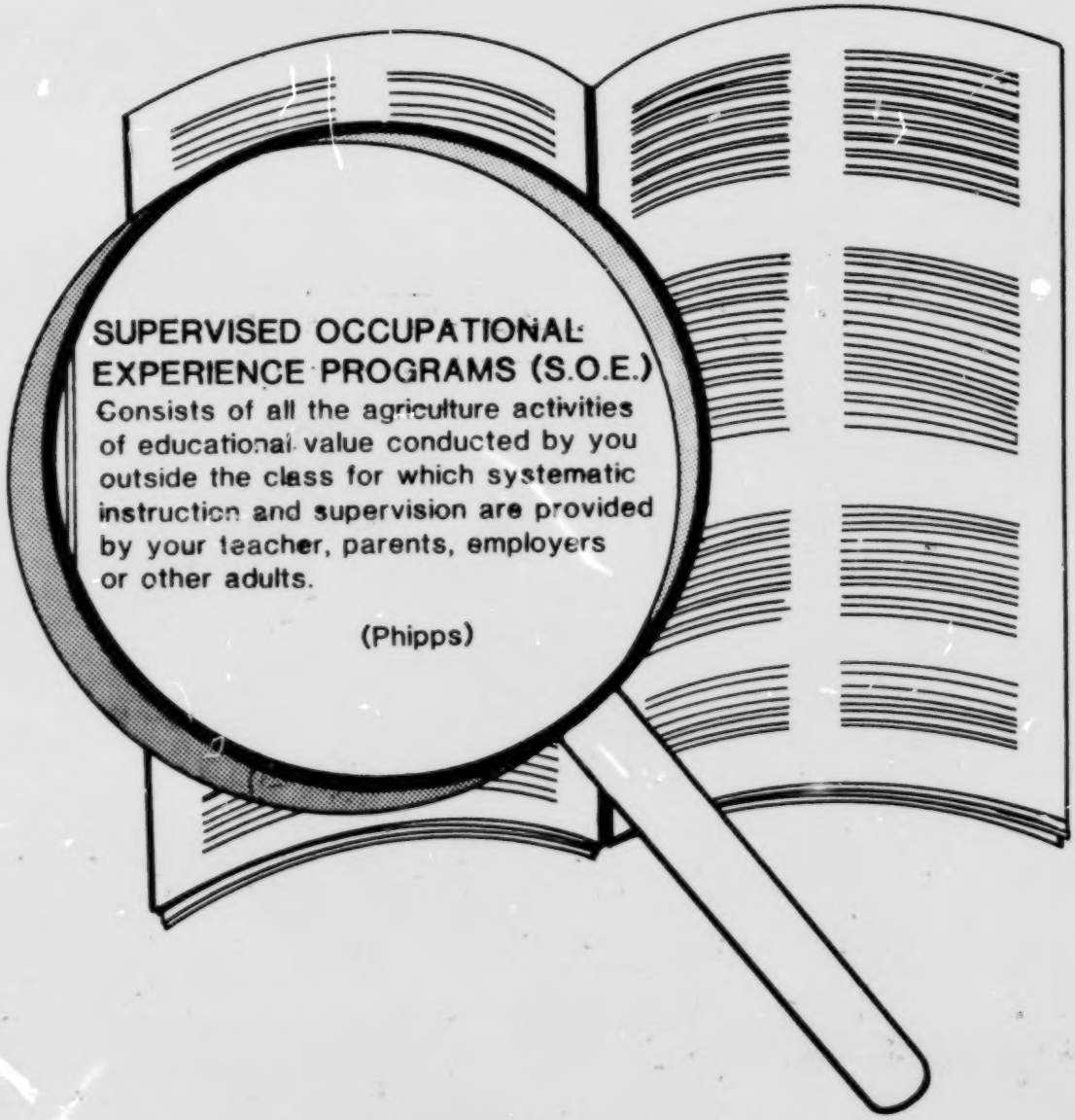
TEACHER'S KEY

S.O.E. WORKSHEET 2

RELATIONSHIPS AMONG CLASSROOM–LABORATORY INSTRUCTION, S.O.E, AND FFA ACTIVITIES

Directions: The three headings show the three components of agricultural occupations that we identified. Your job, now, is to fill in the missing blank or blanks with activities, topics, projects, awards, etc., so that all three parts are related. As you go down the worksheet, the going gets tougher. Work independently of each other and then we will compare answers. There can be more than one correct answer.

Classroom/Laboratory Instruction	S.O.E.	FFA
Breeds of Beef Cattle	Feeder Steers	Livestock Judging Contest
Fertilizers	Corn Production	Crop Proficiency Award
Electric Arc Welding	Repair Machinery	Ag Mechanics Proficiency Award
Salesmanship	Co-op Feed Salesman	Public Speaking Contest
Growing chickens	Broiler Project	Poultry Production Proficiency Award
Diseases of Swine	Sow and litter	Swine Proficiency Award
Raising Swine	Castrating Pigs	FFA Achievement Award
Floriculture	Flower Production	Horticulture Contest
Plant Growth	House Plants	FFA Sectional Fair
Landscape Maintenance	Improve school grounds	BOAC
Fire Prevention	Ag. Safety	Chapter Safety
Ag. Sales	Coop. Program	Ag. Placement


SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS (S.O.E.)
Consists of all the agriculture activities of educational value conducted by you outside the class for which systematic instruction and supervision are provided by your teacher, parents, employers or other adults.
(Phipps)

WHAT IS SUPERVISED OCCUPATIONAL EXPERIENCE?

TYPES OF S.O.E. PROGRAMS

I. AGRICULTURAL PRODUCTION PROGRAMS

A. Grade levels nine through twelve.

B. Conducted on a farm, at home, or in the community.

II. SCHOOL BASED PROGRAMS

A. Grade levels nine through twelve.

B. Conducted on school farm or nursery, school greenhouse or on school grounds.

C. Could be combined with improvement projects conducted at home or in the community.

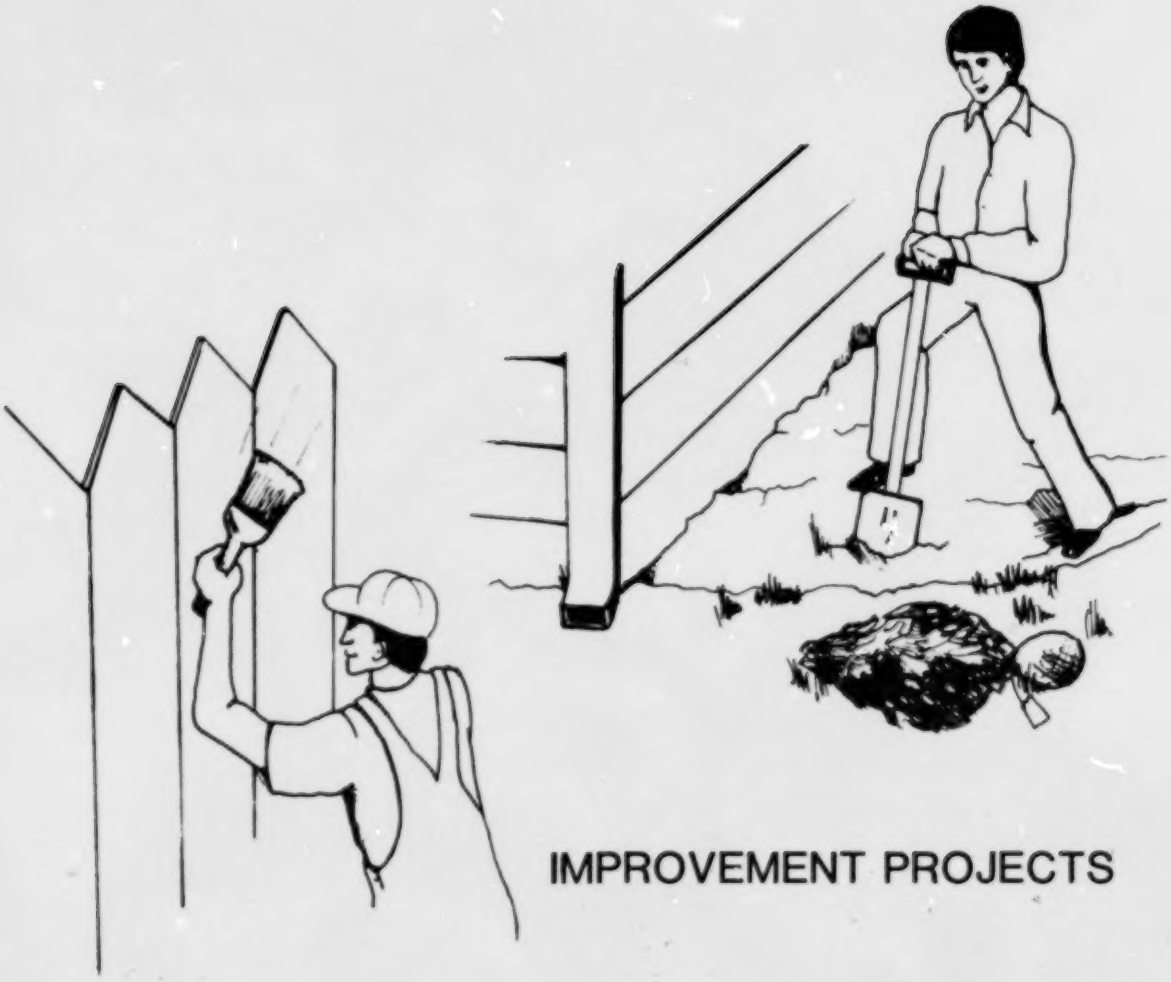
III. COOPERATIVE EDUCATION PROGRAMS

A. Grade levels eleven and twelve only.

B. Placement-employment in approved training station.

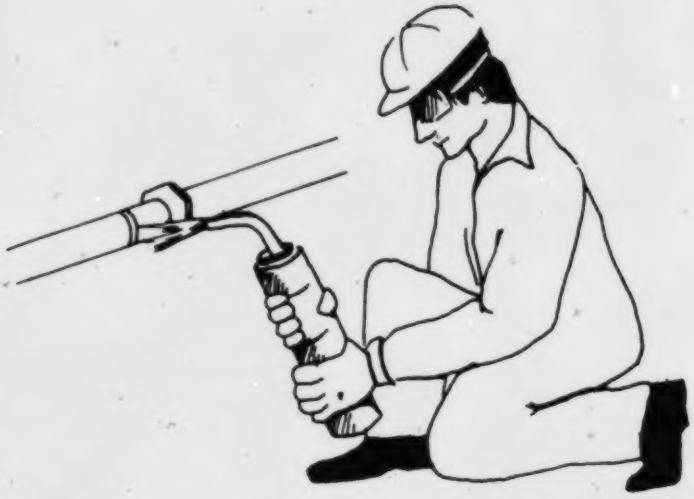
C. Released time from school.

WHAT ARE THE THREE PARTS OF MOST S.O.E. PROGRAMS?

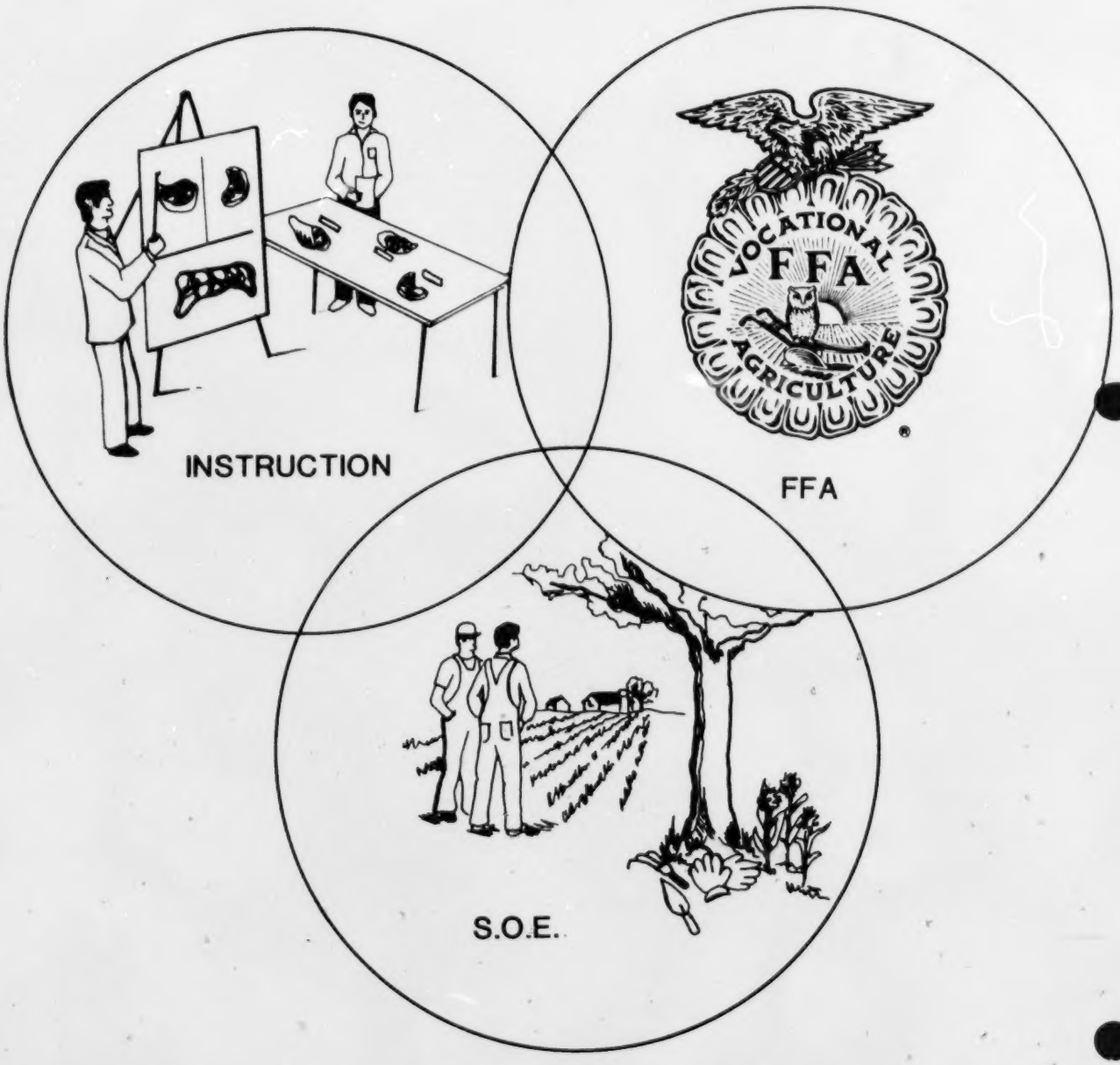


IMPROVEMENT PROJECTS

AGRICULTURAL SKILLS



THE RELATIONSHIP AMONG CLASSROOM INSTRUCTION, FFA AND S.O.E. PROGRAMS



DISCUSSION GUIDE FOR TRANSPARENCIES

I. Transparency No. 1: **What is Supervised Occupational Experience?**

A. Remind students that Supervised Occupational Experience Programs are **outside** the classroom.

B. Inform students that the 30 Foundation Awards in Illinois are related to Supervised Occupational Experience.

C. The FFA advisor should help students with their projects, giving them advice on keeping a record book, making decisions, and managing projects.

D. Point out that there is a Supervised Agricultural Occupation Experience Program Committee in the FFA Program of Activities which encourages FFA members to plan and conduct good Supervised Experience programs.

E. Point out the activities and accomplishments included in the S.O.E. program last year and review goals and activities for this year.

II. Transparency No. 2: **Types of S.O.E. Programs**

A. Emphasize that a student in the FFA can have a Supervised Experience Program while in high school which may be on the family farm, at home, or in the community.

B. If your school has a school farm, greenhouse, or nursery in which students may have the opportunity to work and learn agricultural related experiences; then, you may want to list the different jobs available to them and the type of learning experiences the students may gain from this type of occupational experience.

C. Some schools have a work-study program for eleven and twelfth grade students only. These students are able to work half a day at a job in their community. If your school allows this, discuss the different job possibilities related to agriculture and give examples of any past students that had agricultural related jobs.

III. Transparency No. 3a: **What Are the Three Parts of Most S.O.E. Programs?**

A. Explain to the class that a production project or productive enterprise involves growing a crop or raising livestock. The student produces something for profit. Examples include the following:

corn	swine
soybeans	beef
vegetables	sheep
fruits	poultry
small grains	dairy cattle
ornamental plants	small animals
forage crops	horses

B. Discuss the FFA Foundation Awards which relate to productive enterprises. Such things as job possibilities could be discussed for each production area.

IV. Transparency No. 3b: **Improvement Projects**

A. Point out that improvements can actually be made at home, on a farm or in the community.

B. The Foundation Award, Home and/or Farmstead Beautification, is often associated with improvement projects. Some examples of projects may be painting the house, barn, or other buildings, mowing road banks, planting shrubs or plants around a house, taking proper care of a lawn or lawns, constructing a patio, widening a sidewalk, and there are many other projects that your class may think of and that you may want to discuss.

C. Discuss possible career opportunities around the community that may be associated with improvement projects.

V. Transparency No. 3c: **Agricultural Skills**

A. Ag skills may be learned on a farm or in an agribusiness area. Give examples.

B. Discuss some of the agricultural skills that a student may learn from each area that a member in the class is involved in or has an interest in.

VI. Transparency No. 4: **The Relationship Among Classroom Instruction, FFA, and S.O.E.**

A. Have class discuss which of the three (instruction, FFA, or S.O.E.) is most important. Try to get the class to conclude that all three are equally important and vital in having a good all around S.O.E. program.

B. Discuss what can be attained from each different learning device.

1. FFA – learn to keep records, attend judging contests, and learn agricultural leadership by attending meetings and conferences.

2. Instruction – learn and gain knowledge of proper agricultural practices used in the world of agriculture.

3. S.O.E. – the actual application outside the classroom of what you have learned from instruction and the FFA.

SAMPLE TEST QUESTIONS

S.O.E.P.

1. The letters S.O.E. stand for _____
2. Three parts of most S.O.E. programs are _____

   _____, and _____.
3. By conducting an S.O.E. program, students can _____ what they have learned in the classroom.
4. An S.O.E. program is supervised by the _____ and the _____.
5. Three characteristics of a good S.O.E. program are as follows:

   _____

   _____

   _____
6. The line in the FFA motto which most clearly describes what a S.O.E. program involves is the following _____

True or False Section

_____ Supervised occupational experience programs should be conducted outside of class.

_____ Growing five acres of corn is an example of an improvement project.

_____ Grafting a tree is an example of a productive enterprise.

_____ Cooperative education programs are for junior and seniors only.

_____ A successful S.O.E. program helps a student to advance in the FFA.

_____ The most important reason for having an S.O.E. program is to make money.

Problem Solving Section

1. Why should all student in a class not have the same S.O.E. program?

2. Mary Mum plans to operate a greenhouse some day and Clarence Corn plans to farm in central Illinois. Which of the following S.O.E. activities or projects would be appropriate for each. Write Mary or Clarence in each blank.

_____ Mixing potting soil

_____ Growing two acres of corn

_____ Castrating pigs

_____ Raising a crop of snapdragons

_____ Glazing

_____ Operating a large tractor

_____ Keeping farm records

_____ Designing floral pieces

_____ Taking telephone orders

_____ Tiling a field

TEACHER'S KEY

SAMPLE TEST QUESTIONS

S.O.E.P.

1. The letters S.O.E. stand for supervised occupational experience
2. Three parts of most S.O.E. programs are productive enterprises, improvement projects, and agricultural skills
3. By conducting an S.O.E. program, students can apply what they have learned in the classroom.
4. An S.O.E. program is supervised by the ag. teacher and the parents.
5. Three characteristics of a good S.O.E. program are as follows:
   Includes productive enterprises, improvement projects and ag. skills; projects match student's experience and ability; related to classwork and FFA.
6. The line in the FFA motto which most clearly describes what a S.O.E. program involves is the following Doing to learn

True or False Section

T Supervised occupational experience programs should be conducted outside of class.

F Growing five acres of corn is an example of an improvement project.

F Grafting a tree is an example of a productive enterprise.

T Cooperative education programs are for junior and seniors only.

T A successful S.O.E. program helps a student to advance in the FFA.

F The most important reason for having an S.O.E. program is to make money.

Problem Solving Section

1. Why should all student in a class not have the same S.O.E. program?

   Students may be interested in different agricultural areas.

   Students may have different occupational goals.

   Resources available for S.O.E. may vary.

   Students differ in terms of their experience and abilities.

2. Mary Mum plans to operate a greenhouse some day and Clarence Corn plans to farm in central Illinois. Which of the following S.O.E. activities or projects would be appropriate for each. Write Mary or Clarence in each blank.

Mary	Mixing potting soil
Clarence	Growing two acres of corn
Clarence	Castrating pigs
Mary	Raising a crop of snapdragons
Mary	Glazing
Clarence	Operating a large tractor
Clarence	Keeping farm records
Mary	Designing floral pieces
Mary	Taking telephone orders
Clarence	Tiling a field

UNIT C: SUPERVISED OCCUPATIONAL EXPERIENCE

PROBLEM AREA: PLANNING MY S.O.E. PROGRAM

SUGGESTIONS TO THE TEACHER:

These instructional materials are designed for use with ninth grade or beginning students enrolled in the first year of an agricultural occupations program. The recommended time for teaching this problem area is September or early October immediately following the problem area on Orientation to S.O.E. The estimated instructional time is 5 - 7 days. The instructional materials included in this problem area have been developed based on the following assumptions:

1. All students will be required to have a S.O.E. program.

2. The teacher will visit each student prior to teaching the problem area to begin a discussion with the student and parents regarding S.O.E. programs (see the Visitation Record Form included with this problem area).

3. A parent's night program will be held at the close of the unit to obtain parental approval for the student's proposed S.O.E. program plan.

CREDIT SOURCES:

These materials were developed through a funding agreement, R-33-21-D-0542-388 with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Unit, 100 N. First Street, Springfield, Illinois 62777. Opinions expressed herein do not reflect, nor should they be construed as policy or opinion of the State Board of Education or its staff.

The materials included in this problem area were prepared by Paul Hemp, Department of Vocational and Technical Education, University of Illinois. Some of the materials were adapted from **An Instructional Packet on Supervised Occupational Experience Programs of Beginning Vocational Agriculture Students** by David Williams, Department of Agricultural Education, Iowa State University, Ames, Iowa. The transparencies included in this problem area were prepared by staff members in Vocational Agriculture Service, University of Illinois.

TEACHER'S GUIDE

I. Unit: Supervised occupational experience programs.

II. Problem area: Planning my supervised occupational experience program.

III. Objectives: At the close of this problem area students will:

1. Be able to identify their resources and opportunities for a S.O.E. program.
2. Understand the characteristics of a good S.O.E. program plan.
3. Be able to complete those sections of the S.O.E. record book which relate to S.O.E. program plans.
4. Have a completed S.O.E. program plan for one or more years to present to their parents.

IV. Suggested interest approaches:

1. Review with class what was covered in orientation problem area. Give class an overview of what is to be covered in this problem area.
2. Announce to class that the parent's night program has been scheduled for date and that each student is expected to have a S.O.E. program plan completed by that date.
3. Prepare a chart showing each student's S.O.E. program.
4. See if any students in the class have decided on what they want to have for their S.O.E. programs. Have students with plans in mind to share these plans with the rest of the class.

V. Anticipated problems and concerns of students:

1. What kind of S.O.E. program plan do we need and what should be included in this plan?
2. When is the plan due?
3. What are the characteristics of a good S.O.E. program plan?
4. What are the steps in developing a S.O.E. program?
5. How can I have a S.O.E. program when I do not live on a farm?
6. Where can I get the money to start a S.O.E. program?
7. How large or broad should my S.O.E. program be?
8. What records do I have to keep?

VI. Suggested learning activities and experiences:

1. Outline on the chalk board or on a transparency the parts of a S.O.E. program plan showing the following:
   a. Productive enterprises
   b. Improvement projects
   c. Agricultural skills

2. Have class suggest examples to write in each of the three sections listed. Show S.O.E. Transparency 3a, 3b, and 3c, from S.O.E. Orientation Problem Area.

3. Explain to the class the time-frame established for completing written S.O.E. program plans.

4. Review tentative plans for parents' night program and explain why student plans must be submitted to parents for approval.

5. Show S.O.E. Transparency 5 on Steps in Planning a S.O.E. Program using one or more of the following approaches:

   Step 1—Use **The Applied Biological and Agribusiness Interest Inventory** available from The Interstate Printers and Publishers, Inc., Danville, Illinois.

   Step 2—Divide class into taxonomy groups such as Ag. Production, Horticulture, Mechanics. Distribute S.O.E. Worksheet 3, entitled **Interview Form** and assign each student responsibility for a particular occupation.

   Step 3—Have students complete S.O.E. Worksheet 4 entitled **Resources Inventory.**

   Step 4—Discuss with the class the opportunities available to them in conducting an S.O.E. program. Explain how the FFA chapter or people in the community might help them. Show S.O.E. Transparency 6a, 6b, 6c and 6d entitled **Where Can I Get Agricultural Experiences?**

   Step 5—Distribute S.O.E. Worksheet 5 entitlted **S.O.E. Program Planning Form.**

   Step 6 and 7—Explain to class how these steps will be completed and what is expected of each student.

6. Show and discuss S.O.E. Transparency 7a and 7b on Characteristics of a Good S.O.E. Program Plan and Goals for Your S.O.E. Program.

7. Show and discuss S.O.E. Transprency 8 on S.O.E. Wall Chart.

8. Conduct discussion of other problems and concerns of students and allow class members to move ahead with their written assignments and reports.

VII. Application procedures:

1. Involve all students in one or more FFA Foundation Award Programs.

2. Encourage all students to plan and conduct at least one productive enterprise.

3. Seek parental approval and support for S.O.E. programs.

4. Establish FFA "animal-chain" projects.

5. Seek cooperation of agricultural advisory council, agricultural businesses and other groups in providing students with loan funds and/or facilities for raising crops or livestock.

6. Use sample letters, visitation records, and student-parent meeting plan to organize and plan a parents' meeting to obtain parental approval and support for S.O.E. programs.

VIII. Evaluation:

1. Use S.O.E. Evaluation Form 1 as a self-rating device.

2. Rate each student's performance in developing plans for a S.O.E. program but keep in mind the opportunities and resources which affect student performance.

IX. References and aids:

1. Official FFA Manual.

2. Applied Biological and Agribusiness Interest Inventory, The Interstate Printers & Publishers, Inc., Danville, Illinois.

3. Supervised Occupational Experience Program Record Book and FFA Foundation Award Record Books.

4. Colored slides and wall chart to be obtained locally or constructed in class.

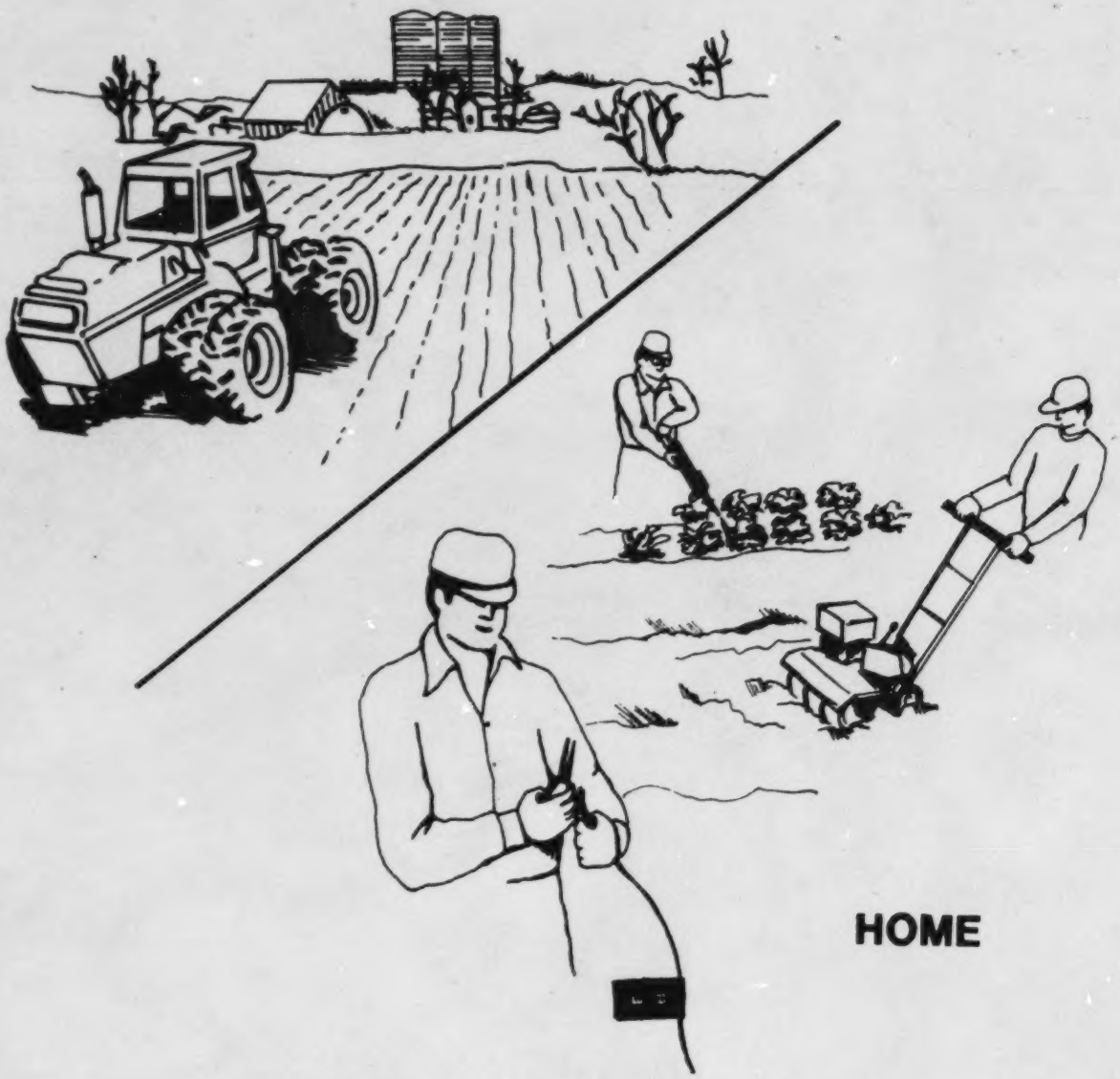
5. S.O.E. Worksheet 3, 4, and 5.

6. S.O.E. Transparencies 3a, 3b, 3c, 5, 6a, 6b, 6c, 6d, 7a, 7b, and 8.

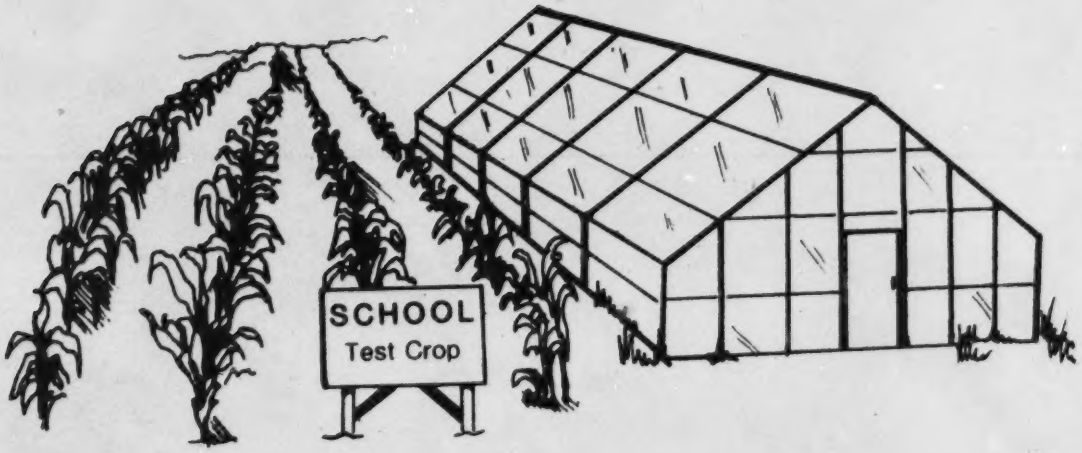
STEPS IN PLANNING A S.O.E. PROGRAM

1. Determining my interests in agriculture.
2. Taking an inventory of resources available.
3. Identifying possible S.O.E. opportunities.
4. Prepare tentative S.O.E. program plan.
5. Present plan to instructor and parents.
6. Revise plan.

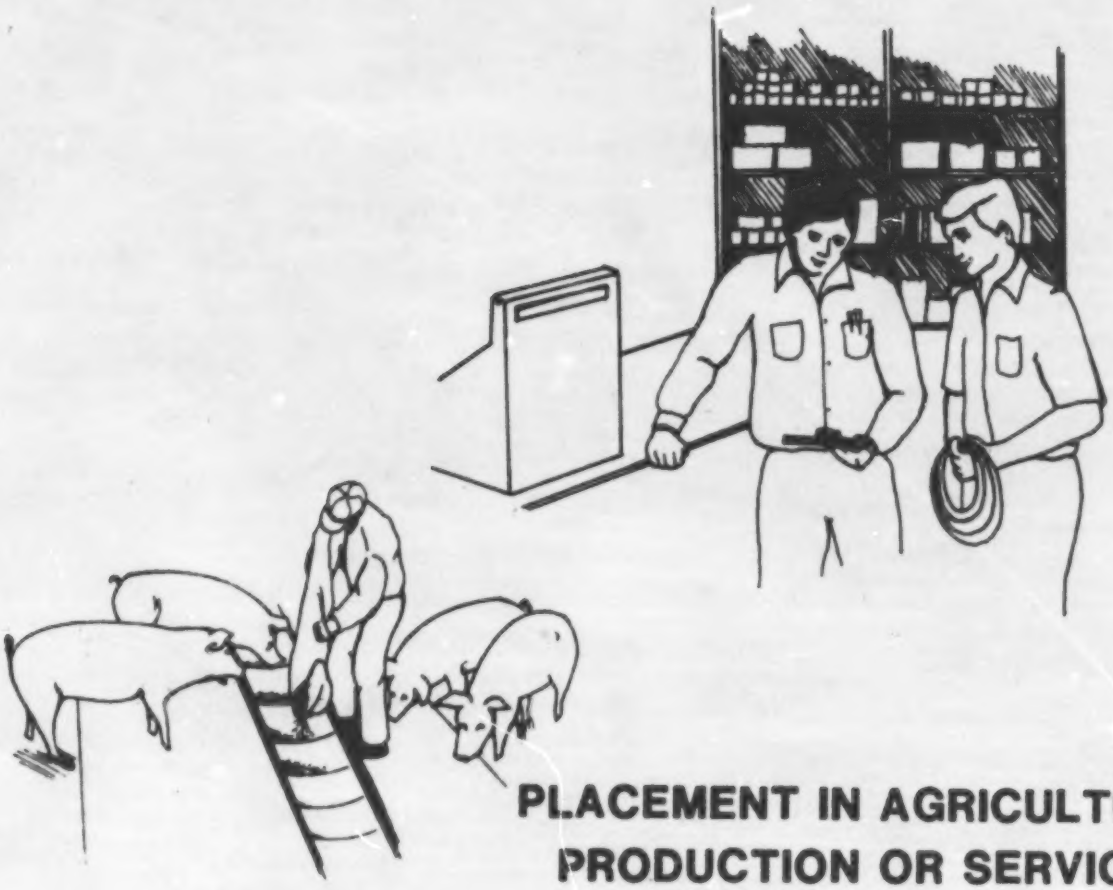
Where Can I Get Agricultural Experience?



HOME



SCHOOL



PLACEMENT IN AGRICULTURE PRODUCTION OR SERVICE

CHARACTERISTICS OF A GOOD S.O.E. PROGRAM PLAN

1. Includes productive enterprises, improvement projects and agricultural skills.

2. Includes projects and activities which match the students' experience and abilities.

3. Can be successfully conducted with the resources available to the student.

4. Relates closely to the FFA program and classroom-laboratory instruction offered at the school.

5. Meets instructor and parental approval.

GOALS FOR YOUR S.O.E. PROGRAM

1. Provide opportunity for continuous year-round activities.
2. Make enough profit to fulfill the requirements for the respective membership degrees.
3. To increase the scope of the project as you progress from year to year.
4. Develop the knowledge and experience necessary to prepare for a future career.

S.O.E. WALL CHART

(Example)

SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM PLANS
SOUTHLAND HIGH SCHOOL

Name	Productive Enterprises	Improvement Projects	Ag. Skills	Other

DISCUSSION GUIDE FOR TRANSPARENCIES

I. Transparency No. 5: **Steps in Planning a S.O.E. Program**

A. Have students actually write down what their interests are in agriculture or in an agriculturally related field.

B. Have class identify the resources and different possibilities of where they can gain experience in their agricultural interests. (i.e. home farm, school farm, elevator, local farmer, nursery operation, veterinarian, meat locker, etc.)

C. Inform class that they will have time later on to develop a tentative S.O.E. program.

D. Inform students that they should discuss their S.O.E. program plan with their parents, or possible employer. Parent and/or employer will sign the plan to indicate that the tentative program has been examined and approved.

II. Transparency No. 6a: **Where Can I Get Agricultural Experience?**

A. Use this transparency to record students suggestions about possible places where they might get experience.

B. Show students how these places can be grouped under the following headings: home, school, agricultural business.

III. Transparency No. 6b: **Home**

Have class members who have an S.O.E. program on their home farm or at their home discuss some of the skills they have learned and what they may learn in the future.

IV. Transparency No. 6c: **School**

A. Inform students that they may learn skills in the classroom, shop, on field trips, and in the school greenhouse, or school farm if available.

B. You may want to discuss some of the main skills that the students will learn that are taught in your agriculture classes.

V. Transparency No. 6d: **Placement in Agricultural Production or Service**

Ask class members who have a S.O.E. project in agribusiness to discuss the skills they have already learned and the ones they hope to learn in the future.

VI. Transparency No. 7a: **Characteristics of a Good S.O.E. Program Plan**

Use this transparency as a review of the previous transparencies. Before showing the class the five characteristics of a good S.O.E. program, you may want to ask the class what they think are the important characteristics of their own S.O.E. programs.

VII. Transparency No. 7b: **Goals For Your S.O.E. Program**

A. Ask the class to identify the goals and objectives of their S.O.E. programs.

B. Review minimum requirements for the following FFA membership degrees:

1. Greenhand: Have satisfactory plans for a supervised agricultural occupation program.

2. Chapter Farmer: Earned at least $50.00 by member's own effort or worked 50 hours in a S.O.E. program.

3. State FFA Farmer: Have earned and productively invested at least $500 by the member's own effort or worked at least 60 hours in an S.O.E. program.

4. American Farmer: Must have earned and productively invested at least $1,000 from the member's own efforts from a S.O.E. program.

C. For each degree advancement, a member should also show growth in scope from his or her project.

D. The student should gain knowledge and learn new and different skills from his or her S.O.E. program each year. If a student is working for a farmer, he or she may first learn how to drive a tractor, and do a few little chores like feeding the hogs. But by the time the student is a senior, he or she should be able to do many more skills like take care of the entire hog operation and know how to run most of the equipment to put in the crops and make some management decisions.

XIV. Transparency No. 8: **S.O.E. Wall Chart**

A. You may want to make something similar to a wall chart for your students to have for them to fill out throughout the year as they develop new skills in their project. (Also you may show the class the white pages in the back of the record book "Records of my Supervised Experience Program" where they can record their improvement projects, ag skills and others). The other record books should have space provided to record improvements, ag skills, or other techniques the students have gained in their S.O.E. program.

B. The "approved practices" and "notes and observations" sections in the production enterprises book allow the student to record some of the skills and improvements that the student has made while in FFA.

C. It may also be helpful to write in examples on the transparency as follows:

Name	Productive Enterprise	Improvement Projects	Ag Skills	Other
Joe Greenhand	Beef	Paint cattle barn Home and/or Farmstead Improvement	1. feed cattle 2. show steers 3. worm cattle 4. make show box 5. plant flowers and shrubs 6. reseed lawn 7. paint house	received $50 in show premiums received $100 for painting house

S.O.E. WORKSHEET 3

INTERVIEW FORM

Directions: You are to contact _____
(name)
of _____, Illinois, by telephone or in person. Below
(address)
is a list of questions you are to ask. Take notes so you can share your findings with the class.

Example of Interview:

Hello! _____, my name is _____,
(name) (student's name)
I'm a beginning student in agriculture. I would like to visit with you if I may regarding your occupation.

Questions to ask:

1. What is your job, occupation, or position?

2. What specific duties or tasks do you perform in your work?

3. How and when did you learn to do these tasks?

4. How may a young person gain experiences in performing such tasks?

S.O.E. WORKSHEET 4

RESOURCES INVENTORY

1. Name _____ Age____ Class ____
2. Address _____ Phone _____
3. Parents' or Guardians' name _____ Occupation _____
4. Number in my family _____ boys _____ girls
5. I live: on a farm _____ in a town _____ on an acreage _____
6. Is land available for you to rent to grow crops? _____ yes _____ no
   a. If yes, how many acres? _____
   b. Which crop? _____
   c. Location of land? _____
7. Are facilities available for you to rent to produce livestock or livestock products? _____
   If so, _____
   a. What type of livestock? _____
   b. Number _____
   c. Location of facilities _____
8. Do you have available space for a garden? _____ yes _____ no
9. Do you have facilities for mechanical work? _____ yes _____ no
10. Do you have a greenhouse available for your use? _____ yes _____ no
11. Would you be interested in producing livestock or crops on the school farm?
    _____ yes _____ no. If yes, what type? _____

S.O.E. WORKSHEET 5

S.O.E. PROGRAM PLANNING FORM FOR

_____

(Name of Student)

Instruction: Use this form to tentatively decide on a beginning plan for your S.O.E. program. This information will be used in agriculture classes to develop detailed plans for obtaining agricultural experiences.

My stated interest in agriculture is in the following area or occupation:_____

_____

The Agribusiness Interest Inventory revealed that I have interest in the following areas of agriculture:_____

(List the two areas with highest scores)

. . . . . .

Based upon my interest and the opportunities available to me to get practical experience in agriculture, I plan to include the following in my vocational agriculture S.O.E. program.

Agricutural productive enterprises (examples: feeder pigs, corn, vegetable production)

_____

_____

Improvement projects (examples: farm shop improvement, home beautification, agricultural safety)

_____

_____

Agricultural skills (examples: castrate pigs, change oil in tractor, prune trees)

_____

_____

PLANS FOR STUDENT–PARENT MEETING

Desired Outcomes: Parents understand the importance of S.O.E. programs in agricultural occupations and assist their son/daughter in making a tentative S.O.E. choice.

Specific Objectives:

1. To communicate purposes of S.O.E.
2. To show example of S.O.E. programs.
3. To identify cooperation needed in S.O.E. programs.
4. To guide each student in making a tentative S.O.E. program choice.

Program Plan:

7:30 – Welcome and introduction

7:35 – Overview of meeting plans

1. What is S.O.E.?
2. Purposes and values of S.O.E.

7:50 – Slide presentation of possible S.O.E. projects and activities

8:00 – Presentation of long term S.O.E. program plan by:

1. _____ (student)
2. _____ (student)
3. _____ (student)

8:30 – Distribution of S.O.E. program plans to parents

8:35 – Question and answer session

8:50 – Refreshments

RECORD OF STUDENT–PARENTS–TEACHER CONFERENCE

AT HOME OF STUDENT

_____ (Student's Name)

_____ (Date of Home Conference)

_____ (Address)

_____ (Parents' Name)

Student's past experiences in agriculture: _____

_____

_____

Student's current involvement in agriculture: _____

_____

_____

Observed student interest: _____

_____

Parents' wishes for the student: _____

_____

Opportunities for student to have S.O.E. program: _____

_____

Other observations: _____

_____

_____

_____

_____

SAMPLE LETTER

Date

To: Parents of Beginning Agricultural Occupations Students

From:

Subject: Preliminary Planning for Student's S.O.E. Programs.

We are beginning an area of study in agricultural occupations dealing with "Supervised Occupational Experience Programs," often abbreviated as S.O.E. What is S.O.E.? It consists of all supervised agricultural experiences of educational value obtained outside of class by your daughter/son. These experiences are supervised by you, me, and/or other adults. They encourage "learning by doing" and allow students to apply practices and principles learned in the classroom and to develop new skills in agriculture.

Most S.O.E. programs include production projects, improvement projects, and agricultural skills. Enclosed is a listing of some alternatives and examples of each (Teacher's Key – S.O.E. Worksheet 1 from Problem Area 1).

The options and possibilities are many. I am asking for your support in helping your child to choose and plan his/her S.O.E. program. These decisions will be based on your child's interests, abilities, and previous experiences. Facilities and other resources will also be factors.

We are planning on having you formally involved in this selection and planning process in a meeting to be held at the _____ (place) on _____ (date) at _____ (time). Please mark this on your calendar. I will be sending you additional information concerning the program for the meeting.

Thank you for your cooperation and assistance. I feel sure your son/daughter will be asking your opinions and ideas. A great deal of their education in agriculture depends upon their S.O.E. program. I know your child will appreciate your advice, guidance, and interest in this most important step. I will be helping out from this end, too!

Enclosure

SAMPLE FOLLOW–UP LETTER

Date

To: Parents of Beginning Agricultural Occupations Students

From:

Subject: Confirmation of S.O.E. Meeting Plans

This is a reminder of the meeting for beginning agricultural occupations students and their parents to be held on _____, _____, in the agriculture classroom at the _____ high school.

The meeting will focus on the results of your son's/daughter's inventoried interest in agriculture, ways agriculture students can gain practical experience in agriculture, and review of a supervised occupational experience program plan for your son/daughter.

Your son/daughter has completed an interest inventory in agriculture in an attempt to determine his/her interest in agriculture. The results show that _____ has an interest in the agriculture areas checked:

Animals _____, Plants _____, Mechanics _____, Business_____.

Your presence at the meeting will be very important. Decisions will be made by you and your son/daughter that will be used in future work. I will look forward to seeing you at the meeting.

S.O.E. EVALUATION FORM 1

STUDENT SELF–RATING SHEET

1. Name _____

2. Title of unit _____

3. Accomplishments and self-ratings.

Assignment	Self-Rating			
	Excellent	Good	Fair	Poor
1. Answers to Problem and Concerns recorded in my notebook				
2. S.O.E. Worksheet 1 (from P. A. No. 1)				
3. S.O.E. Worksheet 2 (from P. A. No. 1)				
4. S.O.E. Worksheet 3				
5. S.O.E. Worksheet 4				
6. S.O.E. Worksheet 5				
7. Participation in Parent's Night				

UNIT C: SUPERVISED OCCUPATIONAL EXPERIENCE

PROBLEM AREA: STARTING AND KEEPING S.O.E.P. RECORDS

SUGGESTIONS TO THE TEACHER:

This problem area should be taught to ninth grade or beginning agriculture students in December or January depending on the time that most students will be starting records for their S.O.E.P. The estimated instructional time for this problem area is 3 - 4 days without the practice problem and 10 - 15 days if the practice problem is used. This problem area is based on the record book "Records of My Supervised Experience Program in Agricultural Occupations" and does not include instructional materials on keeping records for a cooperative education program. The materials in this problem area were selected and written with the following assumptions in mind:

1. All agriculture students need to know how to keep records on a productive enterprise and an improvement project even though some of the students may not be able to conduct both types of projects.

2. The basic principles and procedures included in this problem area will be useful to students who plan to enter non-farm, agricultural occupations as well as those who plan to farm.

3. The calendar year of January 1 - December 31 will be used as the record book period.

CREDIT SOURCES:

These materials were developed through a funding agreement, R-33-21-D-0542-388 with the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Unit, 100 N. First Street, Springfield, Illinois 62777. Opinions expressed herein do not reflect, nor should they be construed as policy or opinion of the State Board of Education or its staff.

The materials included in this problem area were prepared by Paul Hemp, Department of Vocational and Technical Education, and reviewed by John Herbst, Vocational Agriculture Service, University of Illinois. The transparencies were prepared by Vocational Agriculture Service staff.

TEACHER'S GUIDE

I. Unit: Record keeping for S.O.E. programs.

II. Problem area: Starting and keeping S.O.E.P. records.

III. Objectives: At the end of this problem area, the students will:

1. Know what kinds of records need to be kept on their S.O.E. programs.
2. Be able to properly record the entries included in a record book problem.
3. Understand the reasons why records should be kept.
4. Be able to develop and use a systematic plan for gathering and recording information needed in record keeping.
5. Be able to define and use important record book terms.

IV. Suggested interest approaches:

1. Ask class what the most important agricultural tool is. After students identify their preferences, instructor holds up a sharp pencil and explains that using a pencil for record keeping is the most important tool a farmer or agriculture business person can use. Give the reasons why this is so.
2. Review past experiences of students to find out what types of records they have kept and what they know about record keeping.
3. Ask class what a "CPA" (certified public accountant) is and what he or she does.
4. Ask class if they ever played a football or other game and did not keep score. Discuss why "the score" is important in a game and how record keeping is similar to keeping score.

V. Anticipated problems and concerns of students:

1. Where can I obtain a record book and what type should I use?
2. When should records begin and end?
3. What information is kept in the record book?
4. How often should records be entered?
5. Should I use a pencil or pen to keep my records? Can they be typed?
6. Why are records important?
7. What are the characteristics of a well-kept record book?
8. What is a business agreement and what does it include?
9. Why do we need to have a business agreement?
10. What goals should I establish for my S.O.E. program and where should they be entered?

11. What is a budget and what does it include?

12. What is the purpose of a budget?

13. What is an "approved practice" and where is it entered in the record book?

14. What is a beginning inventory? and ending inventory?

15. How can I set up a depreciation schedule and how is it used?

16. What procedures should I follow in recording and on what pages should I record the following:

    a. Purchases and sales

    b. Notes and observations

    c. Feed records

    d. Labor records

    e. Other expenses

    f. Production records

    g. Show records

17. What should be included in a financial statement?

18. Which FFA Awards are based on records kept in an S.O.E. record book?

VI. Suggested learning activities and experiences:

1. Begin the instructional phase of this area with the following steps:

    a. Conduct an interest approach.

    b. Assist students in the identification of goals and objectives.

    c. Have students identify their problems and concerns.

2. Select those problems and concerns of a general nature (Problems 1–7) which are not related to the mechanics of record keeping. Have students answer these problems and concerns through class discussion, reading, and from information supplied by the teacher. Use the following instructional aids:

    a. Record Keeping Transparency 1a and 1b – Which Record Book Should I Use?

    b. Record Keeping Transparency 2 – Reasons for Keeping Agricultural Business Records.

    c. VAS Unit 2041a – Pages 1 and 2.

3. Show class the VAS Filmstrip 350A, "Starting to Keep Records." During the presentation, students should have a copy of the green-cover book, "Records of My Supervised Experience Program in Agricultural Occupations" so the teacher can refer to specific pages and sections of this book.

4. The remaining problems which relate to procedures in keeping records can be handled by one or more of the following approaches:

   a. Assign pages 1–17 in VAS Unit 2041a and instruct students to find answers to questions identified (supervised study).

   b. Teacher can provide class members with a record book and/or VAS unit and go through the material and answer the questions with the entire class.

   c. Teacher can use approach "b" listed above but instead of handing out record books, make and use transparencies covering important pages and sections in the record book.

5. Present record keeping procedures to class by using the VAS Filmstrip 351A, "Keeping Records Up to Date."

VII. Application procedures:

1. After class members have solved the problems and concerns, answered the basic questions and become familiar with the record books, the record book problems can be used to provide students with practice in keeping records. If the Tom Farmer or other record book problems are used, the teacher will need to schedule an additional week or two of instructional time.

2. Use **Teacher's Key for Tom Farmer Problem** available from The Interstate Printers and Publishers, Inc., Danville, Illinois, to check student's work.

VIII. Evaluation:

1. Administer test included in this instructional packet.

2. Evaluate and grade work of students on practice problems.

IX. References and aids:

From Vocational Agriculture Service:

1. VAS Unit 2041a.

2. VAS Filmstrips 350A and 351A.

3. Copies of record books used for Illinois FFA Foundation Award Programs.

From The Interstate Printers and Publishers, Inc.:

1. Records of My Supervised Experience Program in Agricultural Occupations. Basic section, crop enterprise section and livestock enterprise section can be ordered.

2. Practice Problem for use with "Records of My Farming Program."

3. Single copy of Teacher's Key to Practice Problem.

WHICH RECORD BOOKS SHOULD I USE?

I. For productive enterprises such as Corn Production , Swine Production , or Crop Specialty, use.....

Records of My Supervised Experience Program
Available from The Interstate Printers and Publishers, Inc. Danville, Illinois.

II. For improvement projects such as Safety, Home and Farmstead Beautification, Fish and Wildlife Management, use.....

Records of My Supervised Experience Program
Available from Vocational Agriculture Service
436 Mumford Hall, Urbana, Illinois

* Select books to match desired project.

III. For cooperative programs (placement-employment for juniors or seniors), use.....

Supervised Employment Experience Record Book In Agricultural Occupations (blue cover)
Available from The Interstate Printers and Publishers Inc. Danville , Illinois.

IV. For self-employed students in agribusiness , use.....

Blue cover book plus Sales and Service
Self Employment Supplement
Available from Vocational Agriculture Service
436 Mumford Hall, Urbana

V. For other programs and/or exceptions , your teacher should contact the State FFA Advisor , FFA Executive Secretary, or your Section IAVAT Chairman.

REASONS FOR KEEPING AGRICULTURAL BUSINESS RECORDS

1. To determine profit or loss.
2. To observe financial progress over a period of years.
3. To determine which enterprises are profitable.
4. To provide a basis for sound management decisions.
5. To furnish information for income tax returns.
6. To provide information for FFA degree advancement and FFA award programs.

TEACHER'S KEY S.O.E. TEST

STARTING AND KEEPING S.O.E. RECORDS

Completion Section

1. A(n) budget is developed to determine the probable financial outcome of a business venture.

2. A(n) production cycle is a series of events or activities essential for the growing, care and management, and marketing of an agricultural enterprise.

3. A(n) inventory is an itemized list of all personal and real property on hand at any one time.

4. Two steps in taking an inventory are (a) determine quantities and (b) estimate values.

5. A closing inventory should be made on what date? Dec. 31

6. Assets minus liabilities equals net worth.

7. Three parts of the Records of My Supervised Experience Program (green book) are the basic section, the crops section and the livestock section.

8. The purpose of using a business agreement in the record book is to encourage the use of written contracts in business deals.

9. An S.O.E. record book should be opened on the first day of January and closed on the last day of December.

10. Unpaid labor is usually labor furnished by the owner (or student).

Multiple Choice Section. (More than one item may be checked)

1. Which of the following are examples of non-cash expenses?

   ____ purchased feed

   __X__ decreases in inventory

   __X__ unpaid labor

   ____ veterinary costs

2. Which of the following are depreciable costs?

   __X__ tractor

   ____ straw

   ____ starter fertilizer

   __X__ breeding animals purchased

Recording Entries

In what section of the record book should the following entries be recorded? Indicate your response by writing the letter (A, B, C, etc.) in the blanks preceding the record book sections.

A___ Beginning Inventory and Purchases

D___ Sales and Ending Inventory

___ Budget

I___ Death Loss

B, F Breeding, Birth and Weaning Record

E, J Notes and Observations

F___ Approved Practices

C, H Feed Records

G___ Labor Records

A. Started project with 8 animals on hand

B. Sow gave birth to ten pigs

C. Purchased 100 lbs. of feed

D. Sold boar pig

E. Instructor visited me today

F. Weaned pigs

G. Spent 10 hrs. on feeding and care of project

H. Paid Dad rent for pasture

I. Two pigs died today

J. Veterinarian gave shots for erysipelas